

Staff launch campaign to improve job security

by Robin McKie
Science Correspondent

A national campaign to improve the work security rights of Britain's scientific researchers is now under way.

The Association of University Teachers is to press Mrs Shirley Williams, Education Secretary, to call for early talks between the research councils and universities in an attempt to boost employment prospects and redundancy payments for researchers. As part of the campaign, a new body, the Association of Researchers in the Medical Sciences, has also been formed.

Mr John Akker, AUT deputy general secretary, said they had also urged Lord Annan, vice-chancellor of London University, to intervene at the city's medical schools which were considered to be the worst offenders in the poor treatment of researchers.

"Some universities are quite good but others are like nineteenth-century autocrats and are completely failing to enforce modern employment protection," he added.

The campaigners are particularly angry that researchers are now being asked to sign away their rights to redundancy pay when they receive their contracts. Both the AUT and the ARMS want an assurance from research councils that some form of redundancy payment will be made to scientists whose contracts are not renewed. They also want the transfer to a university or medical school's permanent staff.

At last week's TUC conference a motion, put by the National Association of Teachers in Further and Higher Education, and seconded by the AUT, called for the abolition of redundancy waiver clauses and

for full employment rights for research staff.

At present researchers are employed by universities who are given money by the research councils for their work. Mr Laurie Sapper, AUT general secretary, said they had been forced to approach individual universities over the matter because the Committee of Vice-Chancellors and Principals had refused to become involved.

He added that they were now pressing for national discussions between universities and research councils in an attempt to improve the researchers' poor employment position.

"Most researchers earn between £4,000 and £4,500 and we would hope that they would be given redundancy pay of about £300 at the end of a three-year period," said Mr Sapper.

The chairman of ARMS, Miss Anne Simmons, said the association had recently been launched at Guy's Hospital, London, but they were now hoping to establish branches at Aberdeen, Birmingham and other university centres.

"Part of our job will be to press for improvements in the working conditions of researchers but we will also be seeking to improve the general image of scientists in British society," she added.

Miss Simmons described the present employment policy as crazy and warned that many high-calibre medical researchers were being rapidly put off university or medical school research and were looking for the pharmaceutical industry.

"The Medical Research Council is killing off the work of brilliant scientists who are being lost to the country. The next 12 months will be crucial because the best people have now gone and we will have to act quickly if we want to pick them up again."



Poll delay boosts Oakes

by Judith Judd

Changes in the management of higher education proposed in the Oakes report will be outlined in the Queen's Speech this autumn after the postponement of the General Election.

Education, which has until now been squeezed out of the legislative programme, is certain to claim some attention in the year parliament. Mandatory maintenance grants for 16 to 19-year-olds and improvements in the discretionary awards system will also be included.

Had the Conservatives won an election, the future of the Oakes report would have been thrown into question. They have opposed the type of national body to fund polytechnics and colleges proposed by Oakes. Along with the polytechnic directors, Conservatives favour a big reduction in local authority power over polytechnics.

Despite the Liberals' intention to vote against the Queen's Speech as a whole, Labour can be sure

of their support on Oakes. Mr Alan Reid, Liberal education spokesman, said last week that they were in broad agreement with plans for the new national body.

The arrangements proposed by the Government will be even less to the liking of Conservatives than those in the original report. After pressure from Labour's science and education subcommittee, Mr Oakes has agreed that legislation should not give polytechnics the right to transfer from local to national control.

Plans to announce the Government's broad acceptance of the Wadell Committee's recommendations in favour of a joint 16-plus examination system have been delayed by the Prime Minister's decision not to call an election.

It is now expected that the announcement from Mrs Shirley Williams, Education Secretary, that the Government will go ahead with the merger of O level and CSE examinations will come in a White Paper to be published before Parliament returns at the end of October.

Apartheid protest awarded medal

Student leaders from 14 countries met in London last week to discuss youth and student employment. The meeting, which was arranged after a conference of European student unions last year, was the first of its kind.

Before the seminar, the commemorative medal of the National Union of Students was sent to Mr Sean Hoag (Ireland), who recently completed a five-year prison sentence in Africa for anti-apartheid work.

Mr Hoag took a first degree in prison and is about to start studying for an MA at the University.

Mr Hoag's work was recognized by the award of the medal.

Poly warning on homeless

Students at four London polytechnics are threatening to go on strike over accommodation.

The strike is being called by the National Union of Students (NUS) and is being supported by the Polytechnic Students' Association (PSA).

The PSA is a new organization set up by students at the four polytechnics to represent their interests.

The PSA is demanding that the Government should provide adequate accommodation for all students.

The PSA is also demanding that the Government should provide financial support for all students.

OU book in Secrets case

by Maggie Richards

Officials at the Open University were this week "awaiting developments" following references to a book in a case involving the Open University.

The book, *The British Telecom System*, featured this week in a case involving the Open University.

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Discrimination case may go to Lords

David Jobbins

A man's attempt to persuade the House of Lords to hear her demand for confidential files of candidates for a job she did not get is likely to lead to a case in the House of Lords.

The case has been brought by Mrs Joan Nassar, a clerical worker with the Science Research Council, alleging discrimination by the council when she was not selected for interview for a more senior post.

On July the Court of Appeal refused to grant Mrs Nassar permission to appeal.

The Equal Opportunities Commission is now petitioning the House of Lords to grant Mrs Nassar permission to appeal.

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Transatlantic triumph for British wit

from Clive Cookson
WASHINGTON

There is no longer any doubt about it: British students are superior to their American counterparts in depth of knowledge and quickness of wit. The point was proved by pitting an "all star team" from television's University Challenge against the winners of College Bowl, its equivalent in the United States.

The British team, with two from Oxford and one each from Nottingham and Durham, a Christmas-anthemed Stanford 355 to 85. They had won the College Bowl in competition with 450 American colleges and universities.

British television viewers will get a chance to savour this triumph of English education as a Christmas special on ITV plans to show the game. American television stations broadcast it this summer, prompting one West coast viewer to write a letter

of praise to Mrs Williams, the Education Secretary.

Ted Glola, of Stanford, said his team's excuse for losing was that they were "exhausted". They had just beaten Yale in the college bowl final. But he added that his British opponents were "an excellent team in every respect".

The British team's universities won \$7,500 each from their student's victories.

Don Reid, the Canadian-born creator of University Challenge and College Bowl, says the international Challenge is to become a regular annual event.

The Bowl is taken very seriously. Don Reid says a doctor had to be called at Miami Beach this year when a girl from Tulane University threatened to jump out of a second floor window after her team was beaten. Next year the organizers plan to have a psychologist on duty full time during the final week.



CNAU split over new management studies committee

by Judith Judd

A new committee of business and management studies is to be set up by the Council for National Academic Awards (CNAU).

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Survey worries London science staff

by Ngaio Crequer

An exercise to discover attitudes and views in departments of physics and chemistry in University of London colleges to see if costs can be cut has some staff alarmed about the use in which the information will be put.

A questionnaire was sent out earlier this year by Lord Annan, who is chairman of the "Committee of 11" which consists of heads of multi-faculty schools in the University of London. The purpose was to see if it was possible to make "appreciable savings" and whether specialists and equipment could be shared.

As the result of a similar survey into classics departments where it was felt that staff-student ratios were "less favourable", heads have made a possible danger over standards. It had set up a steering group to follow through the implications of its decision which should ensure that management studies did not become divorced from the social sciences.

The Reverend Dr George Talley, principal of Sheffield Polytechnic, one of the advocates of the new committee, said it did not mean everything became more vocational. "We are looking for more input from those who are involved in assessing the intellectual demands of the business and management community. We have not succeeded previously in getting this into the committee structure."

People who were worried about standards could not have it both ways. They said standards were low at present yet they feared they would become worse under the new committee. He found that the complaint from colleges was that the CNAU was very rigorous in enforcing standards in management studies.

Some members of council feared that the new committee would provide business and management studies with too central a role at the expense of other aspects of the council's work.

Though there is agreement that there should be some division of the work done by the arts and social studies committee, which now has a huge brief, Professor MacRae and his supporters feel the split

should be made between arts and social studies. One argument against this is that arts and humanities would become completely isolated.

Edwin Kerr, the CNAU's chief officer, said this week: "There has been a growing feeling that the committee for arts and social studies has such a wide remit that it does not have time to give adequate attention to business and management studies." There are about 7,000 students in the diploma in management studies.

There was a feeling that there should be more detailed discussion of the interaction between education, industry and commerce. "The council is conscious that there is a possible danger over standards. It had set up a steering group to follow through the implications of its decision which should ensure that management studies did not become divorced from the social sciences."

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Student misses finals—but gets 2:1

by David Jobbins

A 33-year-old mature student's hopes of a good degree in business studies at Middlesex Polytechnic seemed dashed when his final year was disrupted by ill-health.

Mr Stanley Moss accepted advice from his tutors not to sit his final exams and accept an aggregate degree instead.

But this week Mr Moss was the surprise possessor of an upper second BA—and was full of gratitude for the polytechnic and the examiners.

Eleven-plus failure Mr Moss arrived at Middlesex Polytechnic after working in accountancy, insurance, and as an estate agent. But

in his fourth and final year, ill-health struck. Even after two spells in hospital and three operations, he lost the sight of one eye. Nevertheless he completed all his essays except for one—although he could not do his final year project.

The degree is based partly on the exam and partly on continuous assessment. Despite his initial intention to sit his final exam, Mr Moss eventually did not.

Then he was told he had been recommended for an upper second. "I got an upper second without having to sit the exam," he said. "They could have given me a lower second and I would have said that was just fantastic."

Instead they gave me an upper second. There are no words which

can sufficiently express one's gratitude and thanks to all those people."

Course leader in business studies at Middlesex, Mr Arthur Hindmarch, underlined the exceptional nature of Mr Moss's case. "It really has to be a genuine case. In Stanley's case, I do not doubt he was an invalid."

That the case cannot be regarded as a precedent has been made clear at all levels. The examination board said no future student could take it as a recommendation for an upper second. The rules do not require an aggregate degree to be awarded in similar cases.

'Aid should help Third World technicians'

by Robin McKie
Science Correspondent

A cadre of highly proficient technicians must be built up in developing countries to apply technology at local levels, says a Royal Society report on science and technology in developing countries.

The paper was prepared by the Royal Society in response to an invitation from the Ministry of Overseas Development and will form part of Britain's contribution to the forthcoming United Nations conference on science and technology for development.

The Royal Society report says that the main needs of developing countries are to establish technician training schemes and to enhance the status of technicians and technicians generally. Aid programmes should help with this, and in particular with supporting facilities to train technicians, rather than to support high-level scientists and technologists.

On the question of improving the status of technicians, the paper adds: "In the United Kingdom and elsewhere, professional institutions and associations have played an essential role in setting the standards which define the qualifications of their members. We commend that the developing countries adopt the best aspects of these methods for their own use."

The report criticizes present development aid for placing too much emphasis on the direct transfer of technology, not enough on creating local conditions which would enable technologies to be absorbed. It proposes four ways of improving present standards:

- More training of suitable technicians.
- Building up local points for the interchange of knowledge.
- Improving the management of projects.
- Improving the application of technology.

The study also suggests that better provision and support of technician training should be another important area of attention. In general, the paper criticizes the general existing productivity and effectiveness of aid programmes. The developing countries will gain more from the development of technological capabilities than from scientific expertise.

Some observations on the Role of Science and Technology in Developing Countries, The Royal Society, 6 Carlton House Terrace, London SW1Y 5AG.

Bangor project to study ferries

The benefits to the Welsh economy of ferry services linking Wales with Ireland are to be studied as part of a £13,000 research programme at the University College of North Wales, Bangor.

The objective is principally to trace the spin-off effects of the ferries at Holyhead, Rhyl, Gwynedd, Swansea and Newport on the local community and the country as a whole. The two-year programme is being funded by the Welsh Office.

New national campaign on adult study chances

by Maggie Richards

A concerted effort to draw public attention to adult education is being made this autumn with the delivery of 1,000 information packs to newspapers and local radio stations throughout Britain.

In addition 11,000 leaflets giving general advice about adult study opportunities have been dispatched to libraries in six of the country's major cities.

The venture, which originated from an Open University-Trades Union Congress conference earlier this year, is believed to be the first national attempt to offer a counselling service—albeit at a very basic level.

Both sets of materials have been produced by a working group of academics, trade unionists, journalists and broadcasters set up after the OU-TUC conference in May

with the aim of furthering the vision of counselling service.

The leaflets, *Opportunities Available in Further and Higher Education*, including the OU, details of residential places at adult education centres and the Training Opportunities Scheme is given. The leaflets mention briefly the grants available to students.

The media information pack contains copies of the leaflets, points out that while many will be enrolling for courses, many more will be ignorant of the opportunities. Journalists and broadcasters are urged to report on the adult education services and pack emphasises the need for courage to study.

The project was funded by money left over from the ship of the conference.

FE college proposed to cope with soaring Belfast demand

by Paul McGill

A new further education college could open in Belfast in three years' time, if a recommendation last week by the city's education committee is accepted by the full education and library board and the Department of Education.

Despite the occasional violence and cutbacks in student grants, further education has been flourishing in Northern Ireland's largest city. Over the past five years, full-time enrolments have risen 36 per cent and there have been even bigger increases in class release and part-time day courses.

"Bigger increase of all has been in evening class students—up from 4,854 in 1972-73 to 17,177 last year. Swollen by these, the rolls of the existing three colleges in Belfast have gone up 132 per cent in five years."

Despite the use of schools throughout the city for classes, the colleges are now turning away students from many courses. The college of business studies turned away 50 from its journalism course and 30 from its ONC course in public administration. Rupert Stanley, in east Belfast, had more than 100 applicants for the 32 places on a child care course and 180 applicants for 35 places on another course.

A working party set up by the education committee in April 1976 considered extensions and annexes to the existing colleges or a series of small, new colleges throughout the city. It opted for one new general

college of further education at a site in the city centre.

The group said in a report: "The education in Northern Ireland has always provided an education for the whole community and provision is one which is very high regard by all who are engaged in this sector of education."

"On this point the working party felt very strongly the need to meet the existing, and growing, demand for education in the city. The college should be an integrated education, not a separate entity."

The education committee's new college will be based in the city centre. This is a part of the Ulster Polytechnic students and staff will move to a new polytechnic campus in the northern suburbs of Belfast in three years' time. Meanwhile, short-term accommodation will be provided for the colleges.

Although no plan has yet been devised to rationalize the colleges and when the new college is one possibility is that the college art building will house general and A level GCE work.

The college of business studies could then develop further. The working party also considered the possibility of a new college of art and design, which could move into the art building, trade union courses for the road industry and provision for the unemployed.

Extend Oakes, Labour urged

by John O'Leary

The Labour Party will be asked by its student organization to adopt a policy at its conference next month advocating the extension of the Oakes Committee's recommendations to cover universities. The motion is the only one listed under higher education.

Its final form will be determined after discussions on the incorporation of two amendments, one of which deals with the establishment of tertiary colleges while the other demands more open access to higher education and the payment of a student wage. Neither opposes the students' views on the Oakes Committee.

The NOLS motion gives a general welcome to Oakes, particularly for the selection of proposals for more autonomous institutions, but proposes a complete reappraisal of post school education to facilitate a current education throughout life. Three specific demands are for a system of paid educational leave and financial support for the 16 to 19s, an end to the distinction between education and training, and a

Semiconductor revolution to affect courses

by Robin McKie
Science Correspondent

Proposals for introducing more science and technology courses at universities and polytechnics to meet the demands of Britain's expanding semiconductor industry are now being considered by the Department of Education and Science.

The move follows a report, published this week, by the Advisory Council for Applied Research and Development and which calls for a radical technology strategy to allow Britain to take full advantage of the predicted microelectronics revolution.

"Microelectronics are going to have a radical effect on industry and society," warned Mr R. J. Clay, chairman of the ACARD working party which prepared the report. "Everyone will have to have some understanding of semiconductor technology, from school children to cabinet ministers."

The report warns that the effects of the new technology, which will allow increasingly complex electronic systems to take over more and more human tasks, will alter our domestic and working lives.

School curricula, including GCE O and A level syllabuses, will need to take this into account, and we recommend that the Schools Council should explore this urgently," it says.

Universities, polytechnics and technical colleges should also provide courses for design, production engineering and operating staff to meet the new demands. The working party urges that the DES should be asked for its proposals on such courses and a spokesman for the department said this week that these were now being considered.

"The objective should be to ensure that within five years shortage of appropriately trained staff is not a constraint on exploiting semiconductor technology," the report adds.

The working party also proposes a programme to provide three-month postgraduate training for Britain's 250,000 engineers and technologists should be set up at a cost of £5m a year. This could be done at about 50 centres round the country and would help engineers acquire expertise in semiconductor applications.

The organizations involved in setting up microelectronics training courses would include the professional institutions, research associations, universities and industry. The programme would be coordinated under the leadership of the Department of Industry.

But the working party says that the importance of semiconductor technology must be recognized and accepted by all government departments and agencies. It says that in departments must be organized and nationalized industries must be prepared to act as guinea pigs for advances in microelectronics. Other recommendations, which have all been broadly accepted by the cabinet, include advice on performance in the area of future technological development, with resources concentrated on sectors with greatest potential. These would include the construction of educational, electronic, information and data services, medical systems and telecommunications.

The ACARD report is only concerned with the industrial application of microelectronics, although another working party is now considering the social implications of semiconductor technology and is expected to report later this year.

The Applications of Semiconductor Technology, by the Advisory Council for Applied Research and Development, HMSO, 85p.

Union acts on smallpox compensation

Birmingham University will soon receive writs from the Association of Scientific, Technical and Managerial Staffs, the union representing the relatives of Mrs Janet Parker, the 40-year-old medical photographer who died of smallpox in 1967.

The union is demanding compensation from the university over Mrs Parker's death and is also submitting claims on behalf of 100



Mr Sakamoto, Counsellor at the Japanese Embassy, talks to British graduates who are going to Japan to teach English.

Japan has yen for English

Twenty-two British graduates are to take up one-year contracts later this month to teach English in Japan, at the expense of the Japanese Government.

The Japanese see it as a long-term investment to improve Japan's image in this country and to increase its knowledge about it. They are anxious that native Britons should be available to teach English. At present a number of Americans and Europeans teach English in Japan.

Nevertheless the idea, which is also supported by the British Government, was put forward by Mr

Nicholas Wolfers, a merchant banker, who is anxious to improve relations between the two countries. The graduates, nine of whom are from Oxford, were recruited earlier this year and selected from several hundred applicants. They will go to universities, schools, colleges and in two cases, to companies throughout Japan. They will earn £11,000 a year tax free.

Only a small number of yet have any knowledge of the Japanese language but the students are attending a two week introductory crash course in Buckinghamshire, before they leave on September 29. Some of the contracts will be renewable. This is the first time that the Japanese Government has agreed to make money available for this scheme. They intend to increase the numbers of students in subsequent years.

There are also plans for about 150 Japanese students to visit British educational institutions within the next few years.

NUT pamphlet attacks genetic theories of race difference

A pamphlet attacking claims of basic genetic differences between races and intended to help combat racialism in schools has been compiled by two Open University academics for the National Union of Teachers.

The pamphlet, *Race, Education and Intelligence*, attacks theories of racial differences on five major points: in biological terms the concept of race is meaningless for human populations; more than 94 per cent of genetic differences occur between individuals of the same race, not between races; intelligence tests cannot measure a biological potential; it is not meaningful to divide performance into genetic or environmental components; human development should be viewed in social, economic and historical terms, not from a biological perspective.

The document has been produced by Professor Steven Rose, a biologist, and Dr Ken Richardson, a psychologist, who are both members of the Open University's brain research group. They were commissioned by the NUT following a resolution at the union's Easter conference to take further steps to combat racialism in schools. Publication of the pamphlet follows consultations by the authors with union officials and practising teachers.

Launching it at a press conference this week Mr Fred Jarvis, the union's general secretary, described the pamphlet as "doing a valuable job in debunking myths."

He said the NUT's continuing efforts to combat racism and was primarily a guide for teachers on a complex issue. It was not intended as a textbook for pupils.

Explaining the measurement of genes present in any particular human group, the pamphlet says that for nearly all the genes studied, the differences between individuals of different races are no greater than for individuals of the same race. "Genetically a white English individual is likely to be just as similar to one different from his white neighbour as he is to a Caribbean or Asian neighbour."

It recalls the Stanford-Binet tests before 1937 in which women scored on average about ten points lower than men. When the revised version was constructed several tests on which women performed better than men were introduced, and some where they failed more consistently were abandoned, so that the measurement between the sexes was equalized.

Race, Education and Intelligence: A Teacher's Guide to the Facts and Issues, published by the NUT, Hamilton House, Mableton Place, London WC1H 9BD.

Universities evade duty to question—Hoggart

by Maggie Richards

Universities must do more in the future than merely respond to the demands of society; while pursuing objective knowledge they have a responsibility to question the terms of life offered by that society.

But many universities are at present evading this duty says Dr Richard Hoggart in a paper published this week by the Advisory Council for Adult and Continuing Education. The paper by Dr Hoggart, who is chairman of the advisory council, is published as a contribution to the present debate on higher education, and based on a lecture given to the American Association of Higher Education conference in Chicago in March.

Identifying the late 1970s and early 1980s as a watershed for higher education, Dr Hoggart suggests it is time for universities to think about their roles more radically than in the 1960s. They will need to be concerned with groups other than those aged 18-plus, he says.

Outlining his views on the continuing education needs of the next decade, Dr Hoggart says the increasing speed of technological change will create a demand for more varied forms of study: refresher courses; in-service training; paid educational leave; and part-time study by home-based students. Better provision will also be required for late-entrants to full-time education, he says.

But he adds: "All this concerns people who at some point in their lives realize what they are missing. But in Great Britain half of those who leave school at 16 never set foot in an educational establishment for the rest of their lives. Society's needs call for more than this."

Dr Hoggart also points out that the Committee of Vice-Chancellors and Principals, Dr Hoggart says, "is not sufficiently examining the demands society makes on them. The universities are asked not only to do more than this, but to be more than this, to criticize society directly."

In a final note addressed chiefly to the Committee of Vice-Chancellors and Principals, Dr Hoggart expresses the hope that the debate on higher education will not be based on staffing and resources.

After *Expansion: A Time for Diversity*, by Richard Hoggart, published by the Advisory Council for Adult and Continuing Education, 19b De Montfort Street, Leicester LS1 7GE, price 40p.

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ACADEMIC DEVELOPMENTS

College's radio and TV links increase again

by Maggie Richards

Six home study courses linked to broadcasting materials are being organized by the National Extension College at Cambridge this autumn—the largest number of such collaborative efforts yet offered by the non-profit-making college. Three of the courses, spanning environment, politics and society, will be offered at O level.

A course on ecology will be linked to a Thames Television production "Botanic Man", which will be presented by independent companies in all regions and examines man's impact on his environment. The unit also involves practical investigation into local environmental issues.

The NEC has joined the BBC for a radio series to accompany its course "World Powers in the Twentieth Century", which reviews events during the past 80 years and studies the influence of today's major powers—China, Russia and the United States.

The third O-level course entitled "Discovering Society" is to be linked to a BBC television series "The Living City". The series poses questions on current issues including the role of the family in modern society, and the relationship between law, order and crime.

Youth target of Thames series

A new attempt to reach thousands of young job seekers in the South-East is being made through a Thames Television series launched this week.

The venture is a tentative effort to repeat the success of Westward Television's "Just the Job" series which was supported by a strong volunteer counselling element and a specially prepared information pack designed by the National Extension College at Cambridge.

But, recognizing the problem of reestablishing a similar scheme on a vast scale for the London region, Thames have decided on a less elaborate approach for their pilot project. The series of 10 programmes entitled "It's Your Future" began on Monday, aimed at young school-leavers aged 15 to 17.

Accompanying the broadcasts is a self-help pack compiled by the National Extension College and intended for young people in the lower ability range. The pack consists of advice and information in comic-strip form, and a series of games and puzzles.

A broadcasting element has also been added to the "Green Earth", a television series produced by Thames and being transmitted in all independent regions, aims to present a simple guide to ecology, with a step by step explanation of the major ecological processes.

NEC's nursery course "Make It Count", which attracts more than 8,000 students when first broadcast earlier this year, is to be repeated on independent television. The broadcasting component was compiled by Yorkshire Television.

A basic French course linked to the BBC's "Fanny" established "Resonance" series will also be presented, offering students an opportunity of additional oral and written exercises.

Details of the six courses accompany the full 1978-1979 guide published by the NEC, containing information on the 76 correspondence units which range from beginners' texts to "O" and "A" level courses.

The college also publishes a 20-page guide to degree and professional tuition services, and an information handbook outlining Open University preparatory courses. Guide to Courses 1978/79 Study at Home, published by the National Extension College, 131 Hills Road, Cambridge CB2 1PD.

The television programmes will be aimed at a wider audience, further and higher education courses to degree level, and in another dealing with the implications of long-term unemployment.

In the final programme of the series "Over to You", it is hoped to provoke a response from employers and parents, as well as staff. At the end of the series Thames will be holding a conference to discuss the effect.

Felicity Grant, Thames television education officer, explained the strategy of the first programme: "We didn't have any feedback from 'Just the Job' when we began, and we were also conscious that we were transmitting an absolutely massive region administrative outlay."

Self-help packs accompanying the programmes are available from Thames Television, 305-316 Rye Lane, London NW11 3BB price 50p or from the National Extension College, price 75p.

Mixed success for retraining courses

by John O'Leary

Retraining courses designed to provide 1,500 teachers in shortage subjects have been deemed a success although only about half of those enrolling last year appear to have found teaching jobs before the end of their course.

Less than 1,000 people from industry or other teaching subjects joined retraining courses in September 1977 and the Department of Education and Science decided to restrict its survey of employment prospects to the teachers, who formed almost half the total. It was decided that tracing the destinations of those from industry would prove too difficult.

Scientists learn how to run research teams

by Robin McKie

Science Correspondent

A course on the management of research, especially designed for scientists in charge of teams carrying out several projects, has been launched at Brunel University.

The two-week course has been designed specifically to meet the needs of scientists in any basic discipline who are occupying positions of middle management in research laboratories. At present most management of research courses are aimed at research directors or laboratory managers.

It is intended that scientists will be able to improve the way they manage research at present and will be helped to develop their managerial skills to allow them wider responsibilities. The course, which is being aided by a grant from the Leverhulme Trust, has been developed using experience of the Department of Environment and the Department of Science and Technology in Government laboratories, together with that of the Brunel Management Programme.

The first course will be held at the Administrative Staff College, Henley-on-Thames from October 9 to 16. It will be open to scientists working in either the private or public sector.

Speakers will include Mr P. E. Trier, director of research and development, Philips Industries Ltd; Dr L. E. Roberts, director of the Atomic Energy Research Establishment, Harwell; and Mr S. L. Briggs, vice-chancellor, Brunel University.

Despite first reports that only one teacher in three found a job after finishing the course, the DES has now declared itself "more than satisfied" both with the enrolment figures and the proportion finding teaching posts by July, when the survey was undertaken.

More than 9 per cent of the teachers replied to the survey, which revealed that of the 455 initial courses in mathematics, craft, design and technology and physical sciences, 336 finished the programme and 253 found jobs by July. The DES pointed out that this meant three-quarters of those completing courses found jobs immediately, while the success rate could be expected to rise later in the summer.

The largest entry was for mathematics, where 449 people enrolled. Of these, 169 completed the course and 120 of the 184 teachers surveyed found jobs by July. In the craft courses, for which only 27 teachers took up places, eight of those completing courses found jobs immediately. No figures are available for the Government's £3.5m programme, dating its survey to provide a more accurate picture of the employment destinations of the retrained teachers. A spokesman said July was too early to make a final assessment because some students would only just have started looking for jobs.

Part-time MSc opportunity for busy managers

by David Jobbins

A new part-time MSc course in management studies begins at Sheffield City Polytechnic next month. It has been drawn up for managers who cannot spare a year for full-time study but have the ability, experience and motivation to work successfully at second degree level.

Teaching—one afternoon and one evening a week—is spread over three years and is followed by a research dissertation. Polytechnic staff will work closely with students and their employers to ensure that the programme is as relevant as possible to individual management needs.

Digging into Kent's history

A new joint honours degree course starting this month at Christ Church College, Canterbury, places particular emphasis on the rich history of the surrounding area.

The three-year BA will be among the first to be validated by Kent University, which has now taken over from London University in approving the college's degrees. Six other arts subjects are available to form the other half of the course.

A modular form has been adopted to provide maximum flexibility for students, who can choose from a range of options which allow them to combine political, international, ecclesiastical, social and economic history.

The second, and more advanced, part of the course will require original work with documentary or other source material.

Four of the options deal with Kent and Canterbury, two concentrating on industrial archaeology and educational provision. Mr John Mayes, principal lecturer in history, believes that the local history of the course is probably unique.

The history course is intended to encourage students to explore the historical background to contemporary society and introduce them to the scope and methodology of the historian, as well as developing skills in exposition, analysis and interpretation.

Postgraduates at Manchester show the way

A postgraduate alternative prospectus, the first publication of its kind in the country, has been produced by Manchester Students' Union.

The 48-page booklet gives students accounts of 15 different postgraduate courses available at Manchester. There are also general introductions to the city and university as well as information on accommodation, grants, fees and numbers.

The booklet also includes a short section on the University of Manchester Institute of Science and Technology. Copies are being sent to most universities and higher education institutions but can also be obtained from the Academic Affairs Office, University of Manchester, Oxford Road, Manchester M13 9PL, price 40p.

4-year engineering management degree

Birmingham University has been given support by the University Grants Committee for a new four-year degree in engineering management for top students.

The course, called "Mechanical Engineering Management", will include teaching contributions from the departments of mechanical engineering.

North American News

Engineering ready for a revival

As the Finniston Committee prepares its report on the British engineering industry, Clive Cookson reports on the education of engineers in the United States, which Sir Monty visited as part of his investigations



Two engineering students who built a one-man glider as a class project at the University of Florida

Engineering is probably least in the news of all the major fields of higher education in the United States. It is not that the engineering schools are at all sleepy, just that the media ignore them.

Compared to the glamour of some professional schools—law, medicine, business—the troubles of the engineering schools or the exciting discoveries coming out of the sciences, engineering is not newsworthy.

When engineering colleges do manage to creep into the news, it is usually in connection with the graduate employment surveys with the highest starting salaries and the most job offers.

This year employers have about 10 per cent more entry-level engineering jobs than in 1977—itsself a good year for engineering. The average salary of a bachelor's degree holder in engineering is \$18,000 a year, the average for electrical and mechanical engineers is in the \$16,000 to \$17,000 range. An arts graduate would be lucky to get \$10,000 a year.

There are signs that the good news is getting through to the good schools. Applications and enrolment in engineering, which were in decline during the early 1970s, are now rising sharply. The total number of degrees awarded by American universities in all branches of engineering is currently about 40,000 a year at bachelor's level, 17,000 masters and 3,000 doctorates.

Since the United States has no national examination at 18 years old it is hard to tell how the different disciplines are faring in the competition for bright students. However, engineering educators believe they are getting at least their fair share of the most able college students in the country.

After the questionnaire has been completed, ECPD sends a team of investigators to the college. There is a chairman and one member for each programme seeking accreditation (who is nominated by the appropriate professional society). ECPD is now making an effort to ensure that at least 30 per cent of the inspectors are practising engineers in industry.

When the general diversity of American higher education, engineering stands out as a rock of stability. In terms of academic standards and curriculum content, the country's academically brilliant school-leavers take five per cent more in engineering. Five per cent of all American undergraduates are engineers.

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if accreditation is refused. (Postgraduate courses remain free of the accreditation process, except for a few design-orientated master's programmes.)

Accreditation applies to individual programmes and not to the whole institution. An institution's various engineering courses all go through the accreditation process at the same time, normally at six-yearly intervals.

This is how the procedure works: the state board of engineering or the state, appointed by the governor, though several also include public or "consumer" representatives. Less than half of the one million or so people working as professional engineers in the United States are actually registered with a state board.

This is because the system contains a big loophole, commonly called the "industrial exemption clause". Registration itself is not a legal requirement to practise as an engineer—the requirement is that all workers should be certified by a registered engineer.

Therefore a factory or firm can have just one registered engineer assuming responsibility for the work of many non-registered colleagues.

The industrial exemption clause was introduced when the registration system was set up in the early years of this century, as a political concession to industry. The National Society of Professional Engineers is exerting strong pressure to scrap it, and many registration committees are now seeking accreditation only in the rural state of Montana.

John Alden of ECPD believes the registration system is set for a big expansion in the years ahead, both through the repeal of the industrial exemption clause in more states and through a new movement to make continuing education and re-examination a condition of registration.

The state of Iowa recently decided that its engineers would have to show proof of continuing professional competency when renewing their registrations.

But, Mr Alden warns, "people have not become aware of the problems they will encounter—they are still looking at expansion in a rather idealized way, in terms of protecting the jobs of professional engineers and raising the prestige of the profession."

There seems to be a general feeling among engineering education that American engineering schools do not have enough contact with industry. As a recent report by the American Society for Engineering Education put it: "It appears that few engineering faculty either understand or trust industry and that industry people have a negative opinion of engineering faculty."

One fundamental problem is the lack of industrial experience of many academic engineers. Another is the reluctance of industry to support research in university engineering laboratories.

Professor Beckmann, who was dean of engineering at the University of Maryland until 1977, says universities try to hire academic staff who have had at least a year or two's industrial experience, preferably after completing their PhDs.

Unfortunately, during the academic boom of the 1950s and 60s, when universities could not be choosy, they granted tenure to engineers who had not worked in the outside world. These people have had to pick up industrial experience through part-time work or working in industry during summer vacations or sabbaticals.

But, according to Professor Beckmann, the American academic engineer has far fewer opportunities to gain money and experience by consulting than is popularly imagined, especially if he is young or unknown.

He did a survey of the College of Engineering at the University of Maryland and found that, for every ten faculty members, three or four did no outside consulting at all, one did no more than a day or two a week, and the remaining five or six did occasional work, perhaps once a month.

University engineers are becoming increasingly concerned about the widening gap between industrial and academic salaries. The starting pay for a new engineering faculty member with a PhD at a good state university is likely to be around \$17,000—industry would probably offer the same person \$25,000.

After working for five years at the university, a being promoted to an associate professor, an engineer may be on \$21,000 a year—which he might be able to supplement by \$5,000 through outside work if he is very fortunate.

What do employers think of the engineering graduates turned out by universities? Don MacLowe says the number one criticism heard at the annual college-industry conferences held by ASSE is that today's graduates are not taught to communicate properly, either with laymen or with their fellow engineers.

Employers' second main criticism is that colleges no longer teach engineering students the traditional design and drawing skills to an adequate standard.

These shortcomings are among the pressures on universities to change the way they educate engineers from a four-year bachelor's degree to a five-year master's programme.

As long ago as 1968 an important report by ASRE "the goals of engineering education", recommended this, but it has not yet come about on a large scale.

Mr MacLowe says universities that have tried to move to five-year programmes have failed because their student body has evaporated. With the high costs of college in the United States, students are prepared to pay for a fifth year of basic education if they can get away with four.

But he feels the time may again be ripe for a general move to five-year engineering courses. A recent straw poll of engineering college deans showed 80 per cent in favour of longer basic programmes.

However, Mr Reyes-Guerra says industry is really quite happy with the status quo, despite its complaints. Companies know it takes six years to educate an engineer, but they would rather take graduates out of school earlier, after four years and provide the final two years training themselves, than hand one year over to the colleges and hire people with master's degrees at even higher salaries.

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Freedom row professor nominated

from our correspondent

WASHINGTON

Bertell Ollman, the Marxist professor at the centre of an academic freedom row over his rejection by the University of Maryland, is running for the presidency of the prestigious American Political Science Association (APSA).

He was nominated at the association's annual meeting in New York by the Caucus for New Political Science, in opposition to Professor Warren Miller of the University of Michigan, who is the official candidate put forward by the APSA council.

The Caucus is a left-wing group which has regularly put forward its own candidates for the association's elected posts over the past decade. An APSA spokesman said they have sometimes given the "official" candidates a close fight but have never beaten them.

Dr Ollman's success—thought to be very unlikely both by his supporters and by his opponents—would cause a sensation in what the *Chronicle of Higher Education* has called "the most prestigious profession moving further to the right".

Dr Ollman remains at New York University, where he is associate professor of political science, while his lawyers try to win him his job at the University of Maryland through court order.

He was nominated to chair Maryland's department of political science by a departmental search committee, approved by the provost of social sciences and by the chancellor of the College Park campus and then rejected three months later by the new university president, John Toll, after a few local politicians had intervened to say they thought it inappropriate for the state university to appoint a Marxist to head its political science department.

Dr Toll has refused to explain his decision beyond a broad statement that Dr Ollman's academic qualifications were inadequate for the job. He and the university are fighting Dr Ollman's lawsuit and its contention that he was rejected for political reasons.

Bertell Ollman is, according to the Caucus for New Political Science, the first "avowed Marxist" ever nominated for APSA president. However, he has stood for election to the APSA council and lost decisively.

The APSA has a committee on professional ethics and academic freedom which is to investigate the University of Maryland's treatment of Dr Ollman. However the annual meeting could not agree whether to refer the matter to the committee with a strong expression of disapproval, or to take no action at the university's "political" action against Dr Ollman or merely with a "neutral" worded statement of the issue.

Initially the radicals succeeded in passing a vote of censure against the university, against the advice of the APSA council which did not want to pre-judge the case. But a manoeuvre enabled the other side to have the matter reconsidered. Many delegates then left the meeting, and the absence of a quorum prevented the vote being taken again.

It is now up to the APSA council to decide the wording and of course they will go for the neutral version. A spokesman said the APSA inquiry might be carried out in conjunction with a similar investigation by the American Association of University Professors.

The AAUP has announced the formation of an ad hoc investigation committee, chaired by Professor Peter Steiner, professor of economics and law at the University of Michigan. If it finds the case against the University of Maryland proved, the next AAUP annual meeting is likely to place Maryland on its list of censored institutions.



A 'nuclear' engineer at the University of Florida perfects 'hair-pulling' as a tool for crime investigation

Clive Cookson, North America Correspondent, The Times Higher Education Supplement, National Press Building, Room 541, Washington DC 20045, Telephone: (202) 638 6765.

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Vc resigns after 'Marxism' inquiry

from A. S. Abraham

ROMBAY

The vice-chancellor of India's most prestigious university, Jawaharlal Nehru University (JNU), Dr B. D. Nag Chaudhuri, has resigned.

His decision comes some two months after the Federal Education Ministry was given the report of the preliminary inquiry into JNU affairs ordered and conducted by the Prime Minister, Mr Morarji Desai, the university's chancellor, after the students demanded nine.

The report found that by the "manipulation" of appointments and admissions, JNU had become the "preserve of a certain ideology", a euphemism for its alleged Marxist bias, it upholds the charge that the university is managed by "leftists" and has been for a long time.

The report also criticizes several university appointments, such as those of the wives of three eminent people, including the wife of the chairman of the University Grants Commission, on the ground that the appointees had "mediocre" academic records.

Since Dr Chaudhuri was not able to defend these appointments convincingly, he was asked to resign and had offered to do so.

However, the JNU executive council unanimously resolved on July 25 that he should stay until the full report of the inquiry had been made available to it. A second meeting was fixed for August 28 by which time it was felt the report would have been received and studied. The report has not yet been received but Dr Chaudhuri nevertheless announced his decision to resign at this meeting.

The report has not yet been published. Only a summary was privately circulated and leaked to the press. JNU students and teachers have both demanded the immediate publication of the entire report.

When the students demanded an inquiry last November, they wanted it to be confined to the "excesses" said to have been committed by JNU officials, including Dr Chaudhuri, during Mrs Gandhi's 20-month Emergency rule.

In fact, the Prime Minister widened it to cover everything since the university was opened about a decade ago. This was seen by many students and teachers as a thinly disguised attempt by conservative Hindu elements in the federal government, to whom the Prime Minister is felt to be sympathetic, to purge JNU of the large number of Marxists and "leftists" who allegedly infiltrated it during the 10 years of Mrs Gandhi's pseudo-socialist administration.

These misgivings will be strengthened by the findings of the preliminary inquiry which acquitted the JNU administration of the charge of committing "emergency excesses" but held it guilty of having made the university a leftist stronghold. The tables have been turned on those who sought the inquiry, albeit a more limited one than was eventually conceded.

Ironically, Dr Chaudhuri is resigning for reasons exactly contrary to those for which he was sought. He was under pressure after the Emergency to quit because many teachers and students in JNU felt he was an



Mr Desai: conducted inquiry

These moves have been hinted at by some traditionalist Hindu student bodies which control these colleges and hope, along with their political sponsors, to win majority support in an enlarged JNU and thus destroy its radical character forever.

Medical staff in private practice row

from Lindsay Wright

WELLINGTON

Complaints from some specialists and doctors employed by Auckland's hospitals have led to the establishment of a special committee by the Minister of Health, Mr Geoffrey Palmer, to look into the situation at the rights of university medical staff to work in private practice.

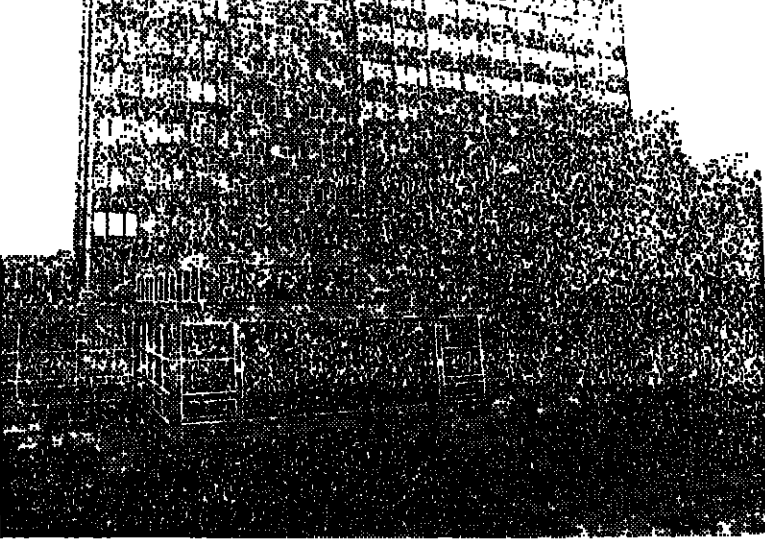
Dr G. H. Overton, the superintendent of Auckland's hospitals, has caused it to be pitched by the Minister of Health, Mr Palmer, to look into the situation at the rights of university medical staff to work in private practice.

Dr Overton, who is also a member of the Council for National Medical Awards, with different views on the subject, has been asked to look into the situation at the rights of university medical staff to work in private practice.

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How the lid blew off Teesside

The polytechnic has two years to solve its problems and meet the CNAAs requirements.



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library, which now has 83,000 books, would have 250,000 volumes by then and 2,000 work places. There would also be 845 teaching staff.

According to the figures, by 1978 there would be 5,407 students and 830 staff. Polytechnic officials are now reluctant to talk about proposed student numbers and future growth but are looking to the end of the 1980s for any realization of these numbers. There are now about 2,000 full-time students and 1,700 part-time numbers which are similar to those of the previous year.

The polytechnic itself is in the heart of Middlesbrough. The area is known for its chemical, petrochemical, steel-producing, shipbuilding and general manufacturing industries. The polytechnic hopes to attract more support from its local industries.

There are five faculties and 13 departments and 148 different research projects being carried out. The polytechnic has something to work on as it prepares itself for a period of reconstruction. The department of chemical engineering was praised in the CNAAs report. The mathematical and computer sciences faculties, and humanities have earned good reputations, although the former was told by the CNAAs to increase its proportion of home-based students.

But of some concern is the social studies department which has been torn by a dispute for the past two years. The CNAAs is to visit the polytechnic later this year to see if there have been any improvements.

There has been serious personal clashes within the department and at one time its head, Dr John Peel, took out a writ for libel because of a vote of no confidence in him by some of the staff. The writ was withdrawn but the causes for dispute not removed. The new chairman of the department, Dr David Houghton, has been working on a plan to settle the matter which will please all sides.

Also of concern is that four courses soon come up for renewal by the CNAAs. The council said in its report that "without considerable increased expenditure and an effort to fill retrospective gaps, it is difficult to believe that subject heads will feel able to approve any more new proposals for the polytechnic, and a number of the existing approvals must be seriously in danger of not securing renewal."

The CNAAs was also concerned about delays in replacement of staff and promotion opportunities. There are 294 staff in post and the establishment is 319. Those in post consist of three principals, 12 heads of department, 38 principal lecturers, 182 senior lecturers, 51 lecturers II, two lecturers I and six extra-department.

Lecturers demand job guarantees

from Guy Neave

PARIS

A major clash is in the offing between the Minister of Higher Education, Mme Alice Sauinier-Seïté and the lecturers' unions over the future status of the assistant lecturer grade.

Four years ago the De Baque Report remarked on the growing stagnation of employment among universities. The effect of a block promotions ladder and the general lack of jobs has been particularly hard on those at the bottom. The proportion of non-tenured assistant lecturers with more than six years in a post has increased dramatically, particularly in law, economics, political science and management.

There are currently some 15,000 assistant lecturers in France. According to the latest figures 62 per cent in the social science fields have been in their posts more than six years. Only 15 per cent have obtained their doctorate and less than 7 per cent have been placed on the national list of recognized teachers at the master's level.

The collapse of the academic labour market is only partly to blame for the spiralling numbers of assistant lecturers. Changes in teaching methods following the upheaval of May, 1968, have been equally significant.

Having consulted various lecturers' associations the minister is now in a dilemma. Should she extend tenure to social science assistant lecturers, as has been done by the other faculties, or should she cut back on the number of assistant lecturers and give a few tenure? The signs are that she prefers the latter course.

Under the new proposal, non-tenured assistant lecturers would be placed in a new category called *attachés*. They will be recruited from postgraduates with a *diplôme d'études approfondies* equivalent to an MPhil by thesis.

The unions' reaction has been uniformly hostile. The *Syndicat Général de l'Éducation Nationale*, and the *Syndicat National de l'Enseignement Supérieur* have already issued storm warnings. The unions are not prepared to accept the continuing non-tenured status of assistant lecturers. In their view any further discussion with the Minister depends on prior job guarantees.

Unions fighting to stop cuts in study leave

from John Kirkaldy

SYDNEY

Academic staff at universities and colleges (CAEs) are fighting a rearguard action to prevent cuts in their study leave entitlements.

The campaign is being staged by the Federation of Australian University Staff Associations (FAUSA), the Federation of Staff Associations of Australian Colleges (FSAAAC), the Australian Vice-Chancellors' Committee (AVCC) and the Australian Conference of Colleges of Advanced Education.

The fight follows the final report of the Tertiary Education Commission's (TEC) working party on study leave entitlement which is due at the end of this month and the Federal Government's reaction to it.

Among its proposals were: the ending of study leave as an automatic entitlement; all study leave to be granted in future "on the needs of the institution and the capacity of the staff member to make effective use of such opportunity"; the reduction in time of study leave entitlement; a greater emphasis should be placed on research within Australia; the name of study leave should be changed for universities and "professional experience programmes" for CAEs to "special study programmes"; and tightening up the rules governing study leave.

The proposals were heavily attacked by both staff associations. Study leave was a key feature of the Federal Government's 1974-75 budget. Mr John Howard, in his announcement that the Government would "tighten up" study leave from January 1, 1979, but was waiting the report of the TEC working party before announcing its decision.

Both associations are running vigorous campaigns to defend study leave arrangements. (At present an academic at a university or CAE can generally expect six months' leave after three years' service or a year after six years.)

There has been intensive lobbying of parliamentarians. Peter Cullen, a consultant in government and parliamentary affairs, to help present its case in Canberra. Mr Cullen will also help FAUSA.

Battle over name goes to court

by Günther Kloss

Most of Germany's older universities are named after their founders, some famous persons. The many institutions founded since the war, especially those of the 1960s, are usually known simply by the name of the town where they are situated.

The new University of Oldenburg (Lower Saxony) wants to be an exception: the first clause of its charter, approved by its founding committee in 1974, names the new institution Carl-von-Ossietzky-Universität.

Lower Saxony's Minister of Education, Dr. Oskar Heide, a member of the Social Democratic Party (SPD), who had to approve the new charter, did so very quickly—with the exception of the new name. He felt the name was insufficient.

The university's first director, Dr. Carl-von-Ossietzky, a pacifist and strong opponent of the Nazis, was put into a concentration camp not far from Oldenburg in 1933. He was tortured and died in 1941. He was awarded the Nobel Peace Prize in 1935.

Some limits on outside contracts have been introduced at the university's Victoria University, however, where approval from the vice-chancellor is required where outside work exceeds, or is expected to exceed, 5 per cent of the minimum professional salary.

With this minimum now close to \$21,000 that allows staff to earn much as \$1,000 before approval needs to be sought. And that approval, at Victoria, would only be given if the university's needs are not given or continuing staff member exceeded 25 per cent of his or her salary.

Beyond that 25 per cent, the university can require approval from the medical education committee. Applying a medical education committee could still make it possible for some to earn as much as \$7,000 from private practice—well beyond the level suggested as reasonable by Dr. Overton, but also well below the average earnings of some.

Auckland University's medical school dean, a member of the investigation committee set up by the government to look into the university's financial situation, says that the other half of the staff in other disciplines would be scrutinized, and the university would have wider implications for the future of the medical profession in New Zealand.

Under its legal status as a public corporation the university has decided to go to court.

Medical staff in private practice row

from Lindsay Wright

WELLINGTON

Complaints from some specialists and doctors employed by Auckland's hospitals have led to the establishment of a special committee by the Minister of Health, Mr Geoffrey Palmer, to look into the situation at the rights of university medical staff to work in private practice.

Dr G. H. Overton, the superintendent of Auckland's hospitals, has caused it to be pitched by the Minister of Health, Mr Palmer, to look into the situation at the rights of university medical staff to work in private practice.

Dr Overton, who is also a member of the Council for National Medical Awards, with different views on the subject, has been asked to look into the situation at the rights of university medical staff to work in private practice.

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When it comes to education Tandberg is way ahead.

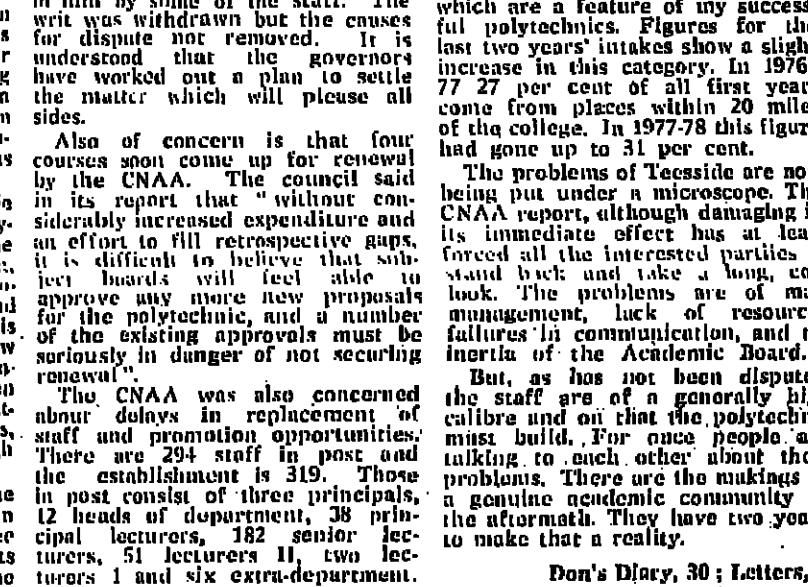
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14-16 November - Tandberg Education Exhib, Post House, Great Barr, Birmingham.



Don's Diary, 30; Letters, 3

Paul McGill reports on the Dublin Foundation

European quest for a better life —at work and at leisure

Violent protests over nuclear power in Germany, campaigns against motorways in Britain, strikes about assembly work in France, lawsuits by Italian trade unions against a colourant factory, disruption by Belgian workers of a production system that was turning them into "robots", the closure of an Irish factory after a dispute over shift working—all are examples of widespread concern about living and working conditions. It was to contribute to the planning and establishment of better conditions that, in May 1975, the EEC Council of Ministers set up the European Foundation for the Improvement of Living and Working Conditions, known as EEC Foundation for the Improvement of Living and Working Conditions.

While practical and measurable topics like health, safety, noise and housing within the new institution's terms of reference, it will cover also more general issues like the creation of structures which confer greater autonomy on the workers, new forms of participation and control in industry, methods for bringing leisure within reach of the least favoured and offering everyone more positive opportunities for personal fulfilment.

In a paper outlining the reasons for its establishment, the foundation notes that the strength of these qualitative aspirations increases as industrialization intensifies.

"They are particularly strong among the younger generations who are contesting, in ever-growing numbers, the traditional forms of authority, are showing an increasing aversion to jobs likely to impair their equilibrium or detract from their personal development, are demanding alternative forms of relationship, between man and his neighbour, between the individual and institutions and between man and nature."

"Efforts have been made to fulfil these aspirations through legislative and administrative measures, those aspects of production that are trying, alienating and damaging to workers. Through these changes, the document argues, a new frame of mind can be seen emerging.

Clearly, the work of the foundation has immense political and economic implications. Socialists, for example, will wonder how new structures that will satisfy the workers can be created without the overthrow of capitalism.

The same question was posed by Euroforum, the information bulletin of the EEC, some months ago. "These new ideas," it said of the new concept with the quality of work, "run against the grain of industrial logic, which has encouraged night work and introduced automation which effectively has replaced arduous jobs by mindless jobs. The dictates of competition and the quest for profit in the midst of an economic crisis do not favour these qualitative aspects of work."

Far from proposing a new economic order, however, the journal suggests that capitalism can accommodate, and be improved by, the new emphasis on quality. "A new

irrationality of this industrial logic has to be clearly demonstrated," it continues, "waste of human resources and costs involved in accidents, pollution, energy wastage, etc."

Similarly, the foundation notes that, very often, the same firms are rated low both on the stock exchange and by their staff. It had working conditions and low profitability go hand in hand.

It diverges from the view, often expressed by Western European governments, that inflation is caused by excessive wage demands on the part of employees. Instead, it argues that "inflation, it is known, is constantly spiralling as a result of frustrations which are the consequence of excessive social inequalities."

A senior member of the foundation's staff, Mr. Georges Seguin, formerly a French civil servant and professor of philosophy, explained the theory thus: "In an affluent society where advertising plays a big role, people who are stimulated by money to cope, tend—and they are right, because they have insufficient—to want a lot more. It is a rather important factor and the greater the inequalities, the greater the tendency to cause inflation."

It would be wrong to think that the foundation's 24 staff are locked in constant political struggle. As Mr. Seguin commented: "We don't concern ourselves in questions of socialism or other ideological issues. We do research."

None the less, a political viewpoint is implied in its work, even in the way workers and employers are frequently referred to as "the social partners" and the foundation is obliged to take EEC policies into account. Far from being a restriction, the absence of any decision-making functions on the part of the foundation is probably a strength, allowing it to concentrate on practical problems and acceptable solutions while leaving the more general issues to other EEC institutions.

One of the earliest practical problems for the Dutch director, Dr. Wiebe de Jong, was finding promising and recruiting staff. Most of the 250 applicants for posts were Irish, making it difficult to get a good spread of EEC countries. At the highest grades this has been achieved with two French, two British and one each from Ireland, Germany, Holland, Italy and Denmark. In the lowest grades, nine out of the 11 staff are Irish.

Promises were made available by the Irish government in the form of a large late 18th century manor house, previously owned by a man reputed to be Ireland's richest resident.

Along with the house on a site of over 13 acres beside the village of Shankill, are a substantial library, a swimming pool (now being converted to other use) and a coach house. A new conference centre, built specially for the foundation, will be completed within a few months.

The Institute is governed by an administrative board representing the governments, trade unions and employers' organisations of each of the EEC countries plus representatives of the European Commission. Only one of the 33 members is a woman, an obviously limiting factor considering that the working and living needs of women differ in several ways from those of men.

The nature of the foundation implied that it will do something with the research rather than leaving it in a university library. It collates and examines the project results with several alternatives. In new, e.g. a comparative study or a detailed study for people involved in work conditions.

Above all, it wants to evaluate and disseminate the fruits of its work and the new conference centre will be in constant use for seminars, meetings of trade unions, employers, governments and relevant experts.

The final aim in all cases is to get concrete results, whether through EEC action or through agreements by the "social partners" or improvements in work conditions.

The work of the foundation is based on a four-year rolling programme and the first one decided that, in view of limited resources of staff and money, priority should go to working conditions. It decided, too, that unspecified areas should be avoided and that close relations should be maintained with member states and international organizations to avoid duplication of work.

Last year, four subjects were chosen for examination: shift-work, patterns of work organization, safety and health protection and the impact of data processing on the work conditions of non-manual workers. Although it is concentrating on work conditions, the foundation is careful to point out that it views the broadest sense. In the case of shift-work, for example, it will examine the effects on the worker's family and will take account of costs to the community rather than to the firm alone.

The foundation is not a research institute carrying out academic studies. Instead it describes itself as both "a meeting of the ways" where discussion can be joined on urgent problems faced by the Commission and as "a vantage point" where the broadest view can be taken, whether of the promising, which are shaping our future.

Mr. Seguin expressed it less poetically. "Our object is to foster the exchange of ideas, experiments and information. We supply EEC institutions with data and it is up to them to take decisions resulting in directives or regulations."

We will study existing systems of work organization in all the countries. Countries work within their borders and ideas circulate badly. What we lack in our society is imagination—the foundation will have a bank of innovative ideas. We can't act in the place of the workers, but at present decisions are taken on points without the necessary scientific information.

Instead of carrying out research, the foundation farms out to organizations throughout the EEC. The Administrative State College in Oxfordshire was engaged to carry out research on work organization, Middlesex Polytechnic to study safety and health and Industrial Facts and Forecasting Ltd, London, to look at shift-work.

Altogether, in 1977, 32 contracts were signed at a total cost of £164,000. A number of additional British institutions will be involved in this year's projects, namely Loughborough University on shift-work, the Medical Research Council on shift-work, the consequences of shift-work on health and family life and Partners Management Services Ltd, which will be involved in developing the "foundation model", which the foundation will use to carry out case studies on new forms of work organization.

The mission-orientated and multidisciplinary nature of the organization suggests that some of the contacts are for experiments and innovations, rather than for traditional research. This does not mean that somebody will take over a factory and try out a different system of shift-work or a new form of worker participation, but it does mean that such innovations are carefully watched.

"We don't intend to have experiments where there is no initiative," explained Mr. Seguin. "We will be involved in places where experiments are under way—for example, to put them in touch with a plant which is doing something simpler."

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UGC passes its twenty year health check

The only man to make a full-length study of the committee has returned with an encouraging update

The University Grants Committee is alive and well and the protection that it gives universities from excessive Government interference is still effective in spite of the financial cut-backs of recent years.

This is the preliminary conclusion of a long and detailed study of the UGC in particular and university government relations in general undertaken by Professor Robert Berdahl of the State University of New York at Buffalo, helped by Ms Lynda Haddock of the Institute of Education in London.

Professor Berdahl is the author of the only comprehensive full-length study of the committee, *British Universities and the State*, which was published by Cambridge University Press in 1959. He returned to Britain at the beginning of the year to see how these relations had developed in the past 20 years. In the past six months he has conducted more than 90 off-the-record interviews with members of the UGC, ministers, vice-chancellors and other policymakers.

His preliminary summation-up is that "the UGC is still a very active and effective body, but it is not as powerful as it once was."

Professor Berdahl emphasizes that the changing role of the UGC has to be seen against more general social trends such as the pervasive weakness of education in general and of higher education in particular as a public priority, the apparently endless cycle of university crises and the growing Parliamentary interest in greater accountability.

In particular the cycle of economic crises has poisoned the well of state-subsidized universities, but none more so than the UGC because the former quinquennial grant has been swept away. However, he believes that the UGC was not singled out for special negative treatment.

Professor Berdahl has examined the power of the UGC from three perspectives: intellectual freedom, administrative autonomy and academic freedom. He argues that academic freedom is a universal value that all governments should respect but that the exact boundaries of autonomy may legitimately vary from place to place and time to time. So the role of an intermediary such as the UGC is crucial.

He argues categorically that intellectual freedom is not threatened in British universities. Government of both parties have carefully refrained from any intervention in matters of intellectual independence, he says. "Controversial issues like the Gould report have not involved the state or the UGC."

He admits that the administrative independence of British universities has been "marginally lessened." But the activities of the Comptroller and Auditor General (who was first given access to UGC and university accounts in 1966) and of the public Accounts Committee were not yet considered excessive, British universities retained an unusually high degree of administrative discretion.

However, Professor Berdahl believes that the academic independence of our universities has been significantly lessened over the last 15 years, mainly because of the increasing tendency of the state to intervene.

"The UGC has clearly been a long way from those early days when it figuratively left the universities to their own devices in the middle of the night and the slides could come and collect the universities," he says.

But even here he remains optimistically realistic. He believes that the essential attributes of academic autonomy remain intact, and the right to choose students, appoint staff, to decide the curriculum, and so on.

The only area of concern is the dual system of support which operates on paper, but in practice the severe financial pressures of recent years have caused the UGC's block and equipment grants to shrink and universities to turn to research support will be the first to go.

Professor Berdahl also believes that "if external hands have been laid on some of these academic decisions, the British system is still off-the-record in seeing that the external hand are those of highly respected academic dons serving the state and society through their membership of the UGC and its various committees and sub-committees."

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Study in prison: a tool for mental survival and a means of cultural escape

Over a period of about eight years while serving a 26-year prison sentence, I passed my O and A levels, was awarded a social science certificate (adult education), read 15 years, mainly because of the increasing tendency of the state to intervene.

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An external degree gave East End robber John McVicar a place in the headlines and a chance of parole to complete a Masters degree at Leicester. Here he describes the problems and effects of education behind bars

disruption and subversion. Eventually this was contained by a variety of measures including segregation units, "cool-off" transfers to local prisons, parole, and any policy that by individualising convicts undermined their solidarity. Clearly education had a role in the last category, particularly in that it was sometimes effective with the most disruptive types.

The front runners in fermenting disorder and instigating escapes are often fairly intelligent and, predictably, some of these developed a taste for education. Once they were inducted into the educational round, officials found that not only could education be traded off for their compliance but also these students used whatever influence they had to curb subversion in others. The custodians also found that allowing the convicts to graduate went much further in propagating a more wholesome image of the Prison Department than teaching a 1,000 illiterates to read.

In 1969 the Home Office issued a policy statement on education which told us that "the purpose of education in prison is really the same as its purpose outside—namely, to help a person to lead a better life. It is not only the educational round, officials found that not only could education be traded off for their compliance but also these students used whatever influence they had to curb subversion in others. The custodians also found that allowing the convicts to graduate went much further in propagating a more wholesome image of the Prison Department than teaching a 1,000 illiterates to read."

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the hours of unlocking, I saw lecturers when it was convenient for them and our discussions took place in my cell with no interruptions from staff. I had a free hand in relation to books and periodicals and there was never any problems about the posting of essays.

These conditions are abysmal when compared to those now enjoy, but for our purpose, the under he endured with the lot of the conventional OU student-convict. He will only enjoy one day a week off for study. He will rarely see a lecturer. Books will be a constant problem and at various times he will find that his studies will be interrupted by staff, anything from refusing to post essays to overzealous security checks when he is studying. But his big problem will be resisting the pull away from his studies which the mainstream of convicts will exert.

To study in prison one has to be a loner. This is much easier in a society of six than in one of 600. In the latter case there is first of all much more going on and therefore many more distractions; and second, there is much more pressure to conform. This pressure comes from the fact that in any top security prison, the main body of convicts is locked into a culture which is antithetical to study. The dominant concern of this culture is to resist the power of the custodians and to attest to each convict that he is superior to them. Imprisonment strikes at the heart of what is basic to human dignity: freedom. In even the easiest of regimes, as a 1975 inquiry into the complaints procedure discovered, one of the ways prisoners keep up their body count is to get at the staff. Methods vary, but the aim is generally to denigrate the staff and, by implication, assert the superiority of the inmates. This is so much a part of being a captive that... it is simply a fact of life.

Loner's don't breed tolerance in such an environment. It is useful at this point, before going on to discuss the implications of the foregoing, to examine why study is such a valuable survival tool in prison and why higher education had the effects which I claim for it.

The 19th-century Russian revolutionary Victor Serge wrote: "In prison it is a fundamental rule that the prisoner must keep his mind to occupy the mind." The focal concern of most long-term convicts is to serve their time in the way that produces the least physical and mental deterioration. Generally people live their lives without being aware of the passing of the years, just as by and large we don't live under the shadow of the certainty of death. For most of us, except in rare circumstances, our involvement in what we do precludes such considerations. The condition of the long-term offender, however, is such that he is made acutely aware of such things. He has lost a whole series of basic rights over his life which have been taken over by strangers who gain their livelihood at the expense of his exercise of these rights. He cannot avoid seeing time as an alien imposition that pushes him by denying him, just as he cannot be pelted by the awareness of his loss of freedom. Such an appreciable segment of prime living time, that

his life is finite. He cannot win in prison for whatever his capabilities he could make more of them outside. All he can do is minimize his losses.

The prison culture offers him one design for living which does at least protect him from being taken over by his custodians. But it does this at a price. He has only to look around him to see how, in the long run, this culture creates petty, self-centred, trivial, whining creatures who have lost the capacity to live fully inside or outside. Every day of his sentence he will hear the lament "he's done too much bird" applied to someone.

Long-term convicts manage their psychological survival by different methods but the evidence is that those who in some fashion voluntarily undergo some mental discipline survive best and easiest. Some of the most guilty men I've known have transcended their situation, transformed their identity and become legal experts to boot by fighting their case. Music is a way—education is another.

A couple of years ago an adult educationist named Forsor conducted a study of higher education in prisons and collected the following observation by a warden on OU student-convicts: "It doesn't help them to adjust to prison at all—it just helps them pretend they're not here." All the successful methods of cultural escape do this. Education was the method chosen and it is the only one I can discuss with any confidence.

Long-term sentences are by virtue of the time scales involved difficult to grasp. The experience of being overwhelmed by a long-term sentence is similar to that of being a traveller who is completely lost. In such a situation you cannot sense the passage of time and everything becomes meaningless and purposeless. One tremendous gain that the student-convict makes when he embarks on a degree is that it imposes a structure on a stable part of his sentence. It gives him a framework for making sense of his time. The work is also demanding and absorbing, so it provides relief from that other great threat of long-term imprisonment—boredom.

The teachers whom the student-convict meets will be about the only people, apart from his family, who will not relate to him as convict. The fastest he goes into his sentence the more valuable he is likely to find such relationships. Of course taking a degree will expose him to the risk of failure, but if he is successful he will gain a feeling of achievement in a world where that experience is at a premium. All of these gains will go some way to restoring his lost sense of autonomy.

Since degree work is designed to equip its practitioners with the skills of the managerial, professional and scientific sectors of society, it probably changes those who are sent to prison. Furthermore, the lower down the social ladder of the graduate's origins (long-term convicts tend to step off the lowest rung), the greater is likely to be the change. Clearly this is a complicated phenomenon but there seems little room for disagreement that it is a genuine change in the "professional" criminal, the change is likely to be quite radical. Certainly it will be a change that will work against the offender's previous pattern of crime.

Obviously degree work is not going to be to every working-class, long-term convict. I am sure it will only attract a small minority. Nevertheless I think a good case can be made for organizing it better. One of the big problems at the moment is the isolation of the OU student-convict. For many of them, immersion in the educationally-cold mainstream of the general convicts' body tends to dilute their aspirations. Talking to university lecturers who have taught in prison has convinced me of the need for a more supportive educational climate for OU student-convicts.

The educational officer who first helped me get started, a man named John Hunt, once floated the idea of a small prison unit designed for higher education. It is not unfeasible on either administrative or cost grounds. Indeed if more imaginative use was made of convict graduates, there is no reason why the increased costs could not be offset. One of the most serious weaknesses in the prison department's educational budget is the teaching of elementary reading and writing. There is no reason other than the department's incompetence that those like myself who've benefited from education in prison have not been used in this sphere. There are also good reasons to make the "entertainment" areas of prison education, which in many cases seem geared more to the welfare of the teachers rather than the convicts.

A small prison wing near one of the more amenable universities could quite easily be converted to the purposes of higher education. Courses could be organized around the OU, which doubtless support such a scheme enthusiastically. Convicts who had qualified could be recruited for a course lasting say the normal three years of a conventional degree. Such a programme would both reduce the waste of time and waste of money and encourage their efforts. The idea of a prison university is a proposal worthy of serious consideration.

1997, 1998, 1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025, 2026, 2027, 2028, 2029, 2030, 2031, 2032, 2033, 2034, 2035, 2036, 2037, 2038, 2039, 2040, 2041, 2042, 2043, 2044, 2045, 2046, 2047, 2048, 2049, 2050, 2051, 2052, 2053, 2054, 2055, 2056, 2057, 2058, 2059, 2060, 2061, 2062, 2063, 2064, 2065, 2066, 2067, 2068, 2069, 2070, 2071, 2072, 2073, 2074, 2075, 2076, 2077, 2078, 2079, 2080, 2081, 2082, 2083, 2084, 2085, 2086, 2087, 2088, 2089, 2090, 2091, 2092, 2093, 2094, 2095, 2096, 2097, 2098, 2099, 2100, 2101, 2102, 2103, 2104, 2105, 2106, 2107, 2108, 2109, 2110, 2111, 2112, 2113, 2114, 2115, 2116, 2117, 2118, 2119, 2120, 2121, 2122, 2123, 2124, 2125, 2126, 2127, 2128, 2129, 2130, 2131, 2132, 2133, 2134, 2135, 2136, 2137, 2138, 2139, 2140, 2141, 2142, 2143, 2144, 2145, 2146, 2147, 2148, 2149, 2150, 2151, 2152, 2153, 2154, 2155, 2156, 2157, 2158, 2159, 2160, 2161, 2162, 2163, 2164, 2165, 2166, 2167, 2168, 2169, 2170, 2171, 2172, 2173, 2174, 2175, 2176, 2177, 2178, 2179, 2180, 2181, 2182, 2183, 2184, 2185, 2186, 2187, 2188, 2189, 2190, 2191, 2192, 2193, 2194, 2195, 2196, 2197, 2198, 2199, 2200, 2201, 2202, 2203, 2204, 2205, 2206, 2207, 2208, 2209, 2210, 2211, 2212, 2213, 2214, 2215, 2216, 2217, 2218, 2219, 2220, 2221, 2222, 2223, 2224, 2225, 2226, 2227, 2228, 2229, 2230, 2231, 2232, 2233, 2234, 2235, 2236, 2237, 2238, 2239, 2240, 2241, 2242, 2243, 2244, 2245, 2246, 2247, 2248, 2249, 2250, 2251, 2252, 2253, 2254, 2255, 2256, 2257, 2258, 2259, 2260, 2261, 2262, 2263, 2264, 2265, 2266, 2267, 2268, 2269, 2270, 2271, 2272, 2273, 2274, 2275, 2276, 2277, 2278, 2279, 2280, 2281, 2282, 2283, 2284, 2285, 2286, 2287, 2288, 2289, 2290, 2291, 2292, 2293, 2294, 2295, 2296, 2297, 2298, 2299, 2300, 2301, 2302, 2303, 2304, 2305, 2306, 2307, 2308, 2309, 2310, 2311, 2312, 2313, 2314, 2315, 2316, 2317, 2318, 2319, 2320, 2321, 2322, 2323, 2324, 2325, 2326, 2327, 2328, 2329, 2330, 2331, 2332, 2333, 2334, 2335, 2336, 2337, 2338, 2339, 2340, 2341, 2342, 2343, 2344, 2345, 2346, 2347, 2348, 2349, 2350, 2351, 2352, 2353, 2354, 2355, 2356, 2357, 2358, 2359, 2360, 2361, 2362, 2363, 2364, 2365, 2366, 2367, 2368, 2369, 2370, 2371, 2372, 2373, 2374, 2375, 2376, 2377, 2378, 2379, 2380, 2381, 2382, 2383, 2384, 2385, 2386, 2387, 2388, 2389, 2390, 2391, 2392, 2393, 2394, 2395, 2396, 2397, 2398, 2399, 2400, 2401, 2402, 2403, 2404, 2405, 2406, 2407, 2408, 2409, 2410, 2411, 2412, 2413, 2414, 2415, 2416, 2417, 2418, 2419, 2420, 2421, 2422, 2423, 2424, 2425, 2426, 2427, 2428, 2429, 2430, 2431, 2432, 2433, 2434, 2435, 2436, 2437, 2438, 2439, 2440, 2441, 2442, 2443, 2444, 2445, 2446, 2447, 2448, 2449, 2450, 2451, 2452, 2453, 2454, 2455, 2456, 2457, 2458, 2459, 2460, 2461, 2462, 2463, 2464, 2465, 2466, 2467, 2468, 2469, 2470, 2471, 2472, 2473, 2474, 2475, 2476, 2477, 2478, 2479, 2480, 2481, 2482, 2483, 2484, 2485, 2486, 2487, 2488, 2489, 2490, 2491, 2492, 2493, 2494, 2495, 2496, 2497, 2498, 2499, 2500, 2501, 2502, 2503, 2504, 2505, 2506, 2507, 2508, 2509, 2510, 2511, 2512, 2513, 2514, 2515, 2516, 2517, 2518, 2519, 2520, 2521, 2522, 2523, 2524, 2525, 2526, 2527, 2528, 2529, 2530, 2531, 2532, 2533, 2534, 2535, 2536, 2537, 2538, 2539, 2540, 2541, 2542, 2543, 2544, 2545, 2546, 2547, 2548, 2549, 2550, 2551, 2552, 2553, 2554, 2555, 2556, 2557, 2558, 2559, 2560, 2561, 2562, 2563, 2564, 2565, 2566, 2567, 2568, 2569, 2570, 2571, 2572, 2573, 2574, 2575, 2576, 2577, 2578, 2579, 2580, 2581, 2582, 2583, 2584, 2585, 2586, 2587, 2588, 2589, 2590, 2591, 2592, 2593, 2594, 2595, 2596, 2597, 2598, 2599, 2600, 2601, 2602, 2603, 2604, 2605, 2606, 2607, 2608, 2609, 2610, 2611, 2612, 2613, 2614, 2615, 2616, 2617, 2618, 2619, 2620, 2621, 2622, 2623, 2624, 2625, 2626, 2627, 2628, 2629, 2630, 2631, 2632, 2633, 2634, 2635, 2636, 2637, 2638, 2639, 2640, 2641, 2642, 2643, 2644, 2645, 2646, 2647, 2648, 2649, 2650, 2651, 2652, 2653, 2654, 2655, 2656, 2657, 2658, 2659, 2660, 2661, 2662, 2663, 2664, 2665, 2666, 2667, 2668, 2669, 2670, 2671, 2672, 2673, 2674, 2675, 2676, 2677, 2678, 26

The author is a poet and critic.

Edward Arnold
41 Bedford Square
London WC1B 3DQ

Smith's book contains several stimulating essays, but, as a whole, it is too diffuse, and lacks any sustained attempt to theorize about the politics of the media in capitalist societies. A more integrated, critical drawing on the author's comparative knowledge would have made a more substantial start to Macmillan's new "Communications and Culture" series.



NOTICE BOARD

Appointments

Dr Kenneth Newton, research fellow at Nuffield College, Oxford, has been appointed to the chair of political science at Dundee University from October 1, 1978.

Mr H. B. Bell, personal professor at the Department of Metallurgy at the University of Strathclyde has been promoted to the chair of extraction metalurgy.

Honorary degrees

London
The following are to receive honorary degrees on November 30:
DSC: Professor Lars Valerian Ahlfors; Professor Sir Peter Medawar; Lt Col D. Professor Sir Alfred Ayer; D Litt: Mr Alfred Brendel; D Litt: Mr Lord Sturges; DD: The Very Rev Sydney Hall Evans.

Warwick
The following are to be awarded honorary degrees on December 5:
D Litt: The Rt Hon Roy H. Jenkins, President of the European Commission; Miss Jill Deuch, actress; Professor George Zarnwell, professor of history of art, London University.

Universities

Stirling
Lecturer: Otto Karolyi (music).

Strathclyde
Senior lecturers: R. M. E. Richards (pharmacology); M. Brownrigg (business school); G. Jones (library studies); W. M. Choyne (psychology); G. H. Donaldson (applied physics); T. G. F. Gray (mechanics of materials); T. B. Langhorne (electrical engineering); A. A. MacLennan (sociology); J. D. Noble (English studies); J. D. E. Patterson (biochemistry); M. J. Russell (pure and applied chemistry); J. J. Zeffin (physiology and pharmacology).

Lecturers: C. J. Bailey (economics); C. R. McMillan, R. Bland, S. K. Banerjee (prod man and mat tech); M. N. Montgomery (business school); G. F. McAleese (libre science); A. K. Alexander (architecture and building science); J. W. Allison (applied geology); D. J. S. Birch (applied physics); R. Craig and Dorothy H. McClelland (library studies); G. M. Eccleston (pharmacology); R. Kristiansen (applied microbiology); R. J. Pomroy (metallurgy); J. A. Thomson (psychology); Research fellows: W. R. Vezin (pharmacology); J. B. Chidambaram (shipbuilding and naval architecture); C. N. Pegrum (applied physics); J. T. Boyle (mechanics of materials); R. S. Nearing (pure and applied chemistry); B. A. Blitt and M. M. Hug (David Livingstone Institute); A. McGonigle (business school); Rachel S. Heuser (business school); A. K. Kishimoto (electrical engineering); K. Aducci (pure and applied chemistry); Other appointments: M. W. Scott (course supervisor—mathematics, sciences and engineering); P. Goldilich (assistant registrar); D. Woudbridge (manager, residences and conferences); R. G. Livingston (assistant secretary, academic administration); T. Mulvihill (computing officer, computer centre); W. C. Maher (assistant management systems officer); J. J. Lappin (electrical engineer, maintenance division).

Recent publications

Mr M. V. Posner, a member of the British Railways Board and reader in economics at Cambridge University, is to be chairman of the Social Science Research Council, in succession to Mr Derek Robinson, who is retiring.

Professor D. J. Hinton, head of the Department of Architectural Planning and Urban Studies, Aston University, is to be chairman of Redditch New Town Development Corporation, in succession to Mr James Chesshire.

Mr Arthur W. H. Jones, Vice Lord Lieutenant of Essex, in succession to Major Nigel Culp Cure.

Upcoming events

"Public Information Systems", a seminar organized by Imperial College's department of management sciences, will be held at the college on October 20. It will concentrate on new forms of information systems based on recent computer and communication technologies and their use in the educational and training world. Further information can be obtained from Dr J. O. Jenkins, assistant director, department of management sciences, Imperial College, Exhibition Road, London, SW7.

"Living and Learning in the world of Work", the Stanley Lecture, will be delivered by Dr Patrick Nuttgens, director of Leeds Polytechnic, on October 25 at the Royal Society of Arts, London, WC2. Further details from Susan Jewell, the Stanley Lecture, Stanley Tools Ltd, Walsby, Sheffield S3 9PD.

The fourth National Design Research Conference is to be held at Strathclyde University, Glasgow, from September 26-28. The conference will include three plenary sessions, a series of workshops, and a series of seminars on international relations and the practice of design research. Further details from the conference administration, Strathclyde University, Design Studies, Sussex University, BN1 9RE.

"The Teaching of colour in the School of Architecture", a one day course to be held on September 27 at the School of Architecture, Plymouth Polytechnic, Palace Court, Plymouth, PL4 8AA. Further details from J. A. Drake, principal lecturer, Plymouth Polytechnic, Drake Circus, Devon PL4 8AA.

not only of internal students of a university but also graduate students from other British and overseas universities. The programme is of interest to the academic staff for the pursuit of historical studies. Copies are available from Dr J. Gilling, Academic Department, City of London School, 100, Abchurch Lane, London EC4A 3DF.

Open University programmes September 23 to 29

Saturday September 23

- BBC 2**
- 7.40 Twentieth century poetry: Poetry Public Anthology: prog 14.
 - 8.05 Environmental studies: public affairs: prog 9.
 - 8.30 Arts foundation course: List and Nature (A101): prog 10.
 - 8.55 Urban development: Living in Work: prog 10.
 - 9.20 The differential equations of applied mathematics: Revision: prog 10.
 - 9.45 The history of philosophy: Time: prog 10.
 - 10.10 Materials under stress: The Turbine Blade: prog 10.
 - 10.35 Introduction to engineering mechanics: Evolution of Design: The Jet Engine: prog 10.
 - 11.00 Science: The Science of Agriculture: prog 10.
 - 11.25 The history of chemistry: The Chemical Revolution: prog 10.
 - 11.50 The history of physics: The Scientific Revolution: prog 10.
 - 12.15 Drama: A Six Day Week: prog 10.
 - 12.30 The history of medicine: The History of Medicine: prog 10.
- RADIO 3 (VHF)**
- 6.00 Analysis: Survey of Analysis (A101): prog 10.
 - 6.30 The history of philosophy: Time: prog 10.
 - 6.55 The history of chemistry: The Chemical Revolution: prog 10.
 - 7.00 The history of physics: The Scientific Revolution: prog 10.
 - 7.30 The history of medicine: The History of Medicine: prog 10.
 - 7.40 The history of biology: The History of Biology: prog 10.
- RADIO 4 (VHF)**
- 6.00 The history of philosophy: Time: prog 10.
 - 6.30 The history of chemistry: The Chemical Revolution: prog 10.
 - 6.55 The history of physics: The Scientific Revolution: prog 10.
 - 7.00 The history of medicine: The History of Medicine: prog 10.
 - 7.30 The history of biology: The History of Biology: prog 10.
 - 7.40 The history of psychology: The History of Psychology: prog 10.

Sunday September 24

- BBC 2**
- 7.40 The history of philosophy: Time: prog 10.
 - 8.05 The history of chemistry: The Chemical Revolution: prog 10.
 - 8.30 The history of physics: The Scientific Revolution: prog 10.
 - 8.55 The history of medicine: The History of Medicine: prog 10.
 - 9.20 The history of biology: The History of Biology: prog 10.
 - 9.45 The history of psychology: The History of Psychology: prog 10.
 - 10.10 The history of sociology: The History of Sociology: prog 10.
 - 10.35 The history of anthropology: The History of Anthropology: prog 10.
 - 10.50 The history of linguistics: The History of Linguistics: prog 10.
 - 11.00 The history of literature: The History of Literature: prog 10.
 - 11.25 The history of art: The History of Art: prog 10.
 - 11.50 The history of music: The History of Music: prog 10.
 - 12.15 The history of dance: The History of Dance: prog 10.
 - 12.30 The history of drama: The History of Drama: prog 10.
- RADIO 3 (VHF)**
- 6.00 The history of philosophy: Time: prog 10.
 - 6.30 The history of chemistry: The Chemical Revolution: prog 10.
 - 6.55 The history of physics: The Scientific Revolution: prog 10.
 - 7.00 The history of medicine: The History of Medicine: prog 10.
 - 7.30 The history of biology: The History of Biology: prog 10.
 - 7.40 The history of psychology: The History of Psychology: prog 10.

Monday September 25

- BBC 1**
- 6.00 The history of philosophy: Time: prog 10.
 - 6.30 The history of chemistry: The Chemical Revolution: prog 10.
 - 6.55 The history of physics: The Scientific Revolution: prog 10.
 - 7.00 The history of medicine: The History of Medicine: prog 10.
 - 7.30 The history of biology: The History of Biology: prog 10.
 - 7.40 The history of psychology: The History of Psychology: prog 10.
- BBC 2**
- 6.00 The history of philosophy: Time: prog 10.
 - 6.30 The history of chemistry: The Chemical Revolution: prog 10.
 - 6.55 The history of physics: The Scientific Revolution: prog 10.
 - 7.00 The history of medicine: The History of Medicine: prog 10.
 - 7.30 The history of biology: The History of Biology: prog 10.
 - 7.40 The history of psychology: The History of Psychology: prog 10.
- BBC 3**
- 6.00 The history of philosophy: Time: prog 10.
 - 6.30 The history of chemistry: The Chemical Revolution: prog 10.
 - 6.55 The history of physics: The Scientific Revolution: prog 10.
 - 7.00 The history of medicine: The History of Medicine: prog 10.
 - 7.30 The history of biology: The History of Biology: prog 10.
 - 7.40 The history of psychology: The History of Psychology: prog 10.

Thursday September 28

- BBC 1**
- 6.00 The history of philosophy: Time: prog 10.
 - 6.30 The history of chemistry: The Chemical Revolution: prog 10.
 - 6.55 The history of physics: The Scientific Revolution: prog 10.
 - 7.00 The history of medicine: The History of Medicine: prog 10.
 - 7.30 The history of biology: The History of Biology: prog 10.
 - 7.40 The history of psychology: The History of Psychology: prog 10.
- BBC 2**
- 6.00 The history of philosophy: Time: prog 10.
 - 6.30 The history of chemistry: The Chemical Revolution: prog 10.
 - 6.55 The history of physics: The Scientific Revolution: prog 10.
 - 7.00 The history of medicine: The History of Medicine: prog 10.
 - 7.30 The history of biology: The History of Biology: prog 10.
 - 7.40 The history of psychology: The History of Psychology: prog 10.
- BBC 3**
- 6.00 The history of philosophy: Time: prog 10.
 - 6.30 The history of chemistry: The Chemical Revolution: prog 10.
 - 6.55 The history of physics: The Scientific Revolution: prog 10.
 - 7.00 The history of medicine: The History of Medicine: prog 10.
 - 7.30 The history of biology: The History of Biology: prog 10.
 - 7.40 The history of psychology: The History of Psychology: prog 10.

COURSES

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Colleges and Departments of Art
Research Posts
Administration
Overseas
Adult Education
Librarians
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Applications are invited for the following posts to the FACULTY OF EDUCATION:
1. PROFESSOR/READER AND SENIOR LECTURER IN DEPARTMENT OF EDUCATIONAL FOUNDATION AND COUNSELLING in the area of philosophy and sociology of education, educational history and comparative education, educational psychology, educational measurement and evaluation, and guidance and counselling.
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3. PROFESSOR/READER AND SENIOR LECTURER IN DEPARTMENT OF CURRICULUM STUDIES in the area of adult education, adult basic education, community/rural education, distance and correspondence education, extra-mural education, business education, conference organization, indigenous education, and history of Education.
4. PROFESSOR/READER AND SENIOR LECTURER IN DEPARTMENT OF EDUCATIONAL TECHNOLOGY in the area of mass communication, radio/television instruction, and instructional technology.
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6. PROFESSOR/READER AND SENIOR LECTURER IN INSTITUTE OF EDUCATION in the area of elementary school curriculum development, educational supervision, educational research, educational evaluation and instructional methodology in the area of elementary school curriculum, social studies, mathematics, general science, child psychology, and vocational education.
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AUSTRALIAN NATIONAL UNIVERSITY
Applications are invited for appointment to the following:
Humanities Research Centre
VISING FELLOWSHIPS 1980
The Fellowships are available for 1980 and are tenable for periods of three to twelve months. The Centre's main concentration in 1980 will be on the Cultural Roots of Nineteenth Century National Revivals: the majority of awards will be made to those with research interests in these areas. Experience in research in these areas will be a strong recommendation. Applicants will also be accepted from those working on other topics which lie within the Centre's broad field of interest, namely, European intellectual and cultural traditions and their influence overseas. Fellowships are determined in three categories: research, teaching, and general. Research fellowships are for three years and are awarded to those with a Ph.D. degree and research experience. Teaching fellowships are for two years and are awarded to those with a Ph.D. degree and teaching experience. General fellowships are for one year and are awarded to those with a Ph.D. degree and research or teaching experience. Applications should be sent to the Registrar, Room 10, University of Cape Town, Private Bag 8, Rondebosch 7700, G.P. South Africa. Closing date: November 13, 1978. Other conditions: Reasonable salaries will be paid and assistance with housing is given for an appointee from outside Cape Town.

UNIVERSITY OF CAPE TOWN
Senior Lecturer in Applied Mathematics
Applications are invited for the above post, vacant as from 1st January, 1979. Appointment according to qualifications and experience will be made on the salary scale R4860 x 360-10000 x 450-2100, plus 15% pensionable allowance, per annum.
Research in the Department at present takes place in two main fields—namely, mathematical modelling of environmental, biological and socio-economic systems and relativity and cosmology. Other topics being equal, preference will be given to an applicant with research interests in these areas. Experience in research in these areas will be a strong recommendation. Applicants should submit a curriculum vitae stating research interests, qualifications, and experience, the date duty could be assumed, and the names and addresses of three referees. Memoranda concerning the position and general conditions of service should be obtained from the Registrar, Room 10, University of Cape Town, Private Bag 8, Rondebosch 7700, G.P. South Africa. Closing date: November 13, 1978. Other conditions: Reasonable salaries will be paid and assistance with housing is given for an appointee from outside Cape Town.

THE UNIVERSITY OF THE SOUTH PACIFIC FIJI
Applications are invited for the position of DEPUTY LIBRARIAN (IPSP 78/49). The appointee will assist the Librarian with administration and organization, with staff and financial matters and with library planning for future growth and development. He/she will be involved in the library's academic activities, particularly in respect of the School of Agriculture, Forestry and Fisheries. The University Extension Service Centres

Overseas

OVERSEAS TEACHING POSTS

HEAD OF ENGLISH LANGUAGE TRAINING (SYRIA)

The Vocational Training Complex, Quabun, Damascus. To organise and participate in English Language training courses, production of ESP materials and re-training of existing staff including selection of future instructors.

Degree in English or Modern Languages with TEFL qualification and Postgraduate qualification in Linguistics desirable. Five years' overseas experience essential with materials writing or teacher-training experience.

Salary: £5,000-£6,120 + 10% inducement.
Benefits: Overseas and children's allowances; free furnished accommodation. Two-year Kelt contract.
78 WO 184

LANGUAGE INSTRUCTORS (SAUDI ARABIA)

University of Riyadh Medical Faculty. Instructors, two men and one woman (preferably including married teaching couple) to teach English to pre-medical and first year medical students. Required latest end October.

Good Degree in English plus TEFL diploma and teaching experience. Minimum three years' TEFL experience preferably with Arab students as alternative to TEFL diploma. Preferred age 25-45.

Salary: 3,400-5,400 Saudi Riyals per month (present rate of exchange £1=6.4 SR) convertible, free of tax. Benefits: Housing allowance; free medical treatment. One-year contract, renewable (annual increment).
78 WU 111-113

TEACHERS OF ENGLISH AS A FOREIGN LANGUAGE (SAUDI ARABIA)

Institute of Public Administration, Riyadh and Jeddah. Five teachers (men only) to teach English to Saudi Civil Servants. Required latest by early October.

Degree in English or Modern Languages with either three years' TEFL experience or TEFL diploma with two years' experience. Preferred age 25-35.

Salary: 3,400-5,400 Saudi Riyals per month (present rate of exchange £1=6.4 SR) fully convertible and tax-free. Benefits: Free furnished accommodation; free medical treatment; annual increment on renewal. One-year contract.
78 WO 189-193

REGIONAL ENGLISH LANGUAGE ADVISER (YEMEN)

Regional English Language Teaching Adviser, El Hodaida. To work in all aspects of the ELT programme including inspecting and advising teachers, teaching demonstration classes, responsibility for preparation and administration of examinations and for books, teaching aids and supplementary materials.

Candidates, men only, should have British educational background, degree and University/RSA qualification in TEFL plus at least seven years' experience.

Salary: £5,881-£7,707 pa + 10% inducement.
Benefits: Personal and children's allowances; free accommodation. Two-year Kelt contract.
77 AE 16

ENGLISH ADVISER (BANGLADESH)

University Grants Commission, Dacca. Qualifications: MA in Applied Linguistics or TEFL and substantial experience in TEFL, ESP and materials production.

Salary: £5,881-£7,707 pa + 10% inducement.
Benefits: Overseas and children's allowances; free accommodation. Two-year Kelt contract.
78 PU 157

DIRECTOR OF STUDIES (SRI LANKA)

English Teachers' College, Ministry of Education. To set up courses for improving the English of practising teachers.

Degree plus one year postgraduate TEFL qualification and five years' experience of English language teaching to overseas adults. Experience in teacher training and preparation of spoken English courses desirable and latest in knowledge of Drama and Music.

Salary: £5,881-£7,707 + 10% inducement allowance.
Benefits: Overseas and children's allowances; free accommodation allowance. Two-year Kelt contract.
78 PT 6

ADVISED IN SERVICE ENGLISH (COLOMBIA)

Universidad Del Valle, Cali, for January 1979. To advise on materials production and assist with evaluation of Service English materials and methods; to train teachers to use these materials; to lecture on Service English to undergraduates.

Qualifications: MA in TEFL or Applied Linguistics and 5-10 years' experience in TEFL and teacher-training essential; also working knowledge of Spanish. PhD and 2-3 years' teaching Service English courses at university level desirable.

Salary: £5,881-£7,707 pa + 10% inducement.
Benefits: Overseas and children's allowances; free accommodation allowance. Two-year Kelt contract, renewable.
78 PU 80

LECTURERS IN INFANT EDUCATION (SINGAPORE)

Institute of Education. Four lecturers in Infant Education for the School of Professional Studies. Candidates, women only, should have specialist training and three years' experience of kindergarten/infant school teaching. MA or MEd in relevant subject essential for the Grade B salary scale.

Experience in multi-racial school particularly valuable. Salary: Lecturer B—\$1,705-\$2,420 pm; Lecturer C—\$1,055-\$2,180 pm (\$4.30=£1).
Benefits: Two or three-year contract; housing and displacement allowances; gratuity on completion of contract.
78 PT 7-11

ADVISED IN ENGLISH (THAILAND)

Khon Kaen University. Post involves developing English as a major subject: general English and ESP for other faculties; teacher training and research.

Qualifications: Degree MA in Applied Linguistics or equivalent and at least three years' experience in ESP course design, materials production and teacher training.

Salary: £5,000-£6,120 pa + 10% inducement allowance.
Benefits: Overseas and children's allowances; free accommodation. Two-year Kelt contract.
78 PU 107

2 MATERIALS WRITERS (THAILAND)

Chulalongkorn University Language Institute, Bangkok. To write materials for English for Academic Purposes. Qualifications: Degree, MA in Applied Linguistics or equivalent and at least two years' experience of teaching and preparing ESP materials.

Salary: £5,000-£6,120 pa + 10% inducement allowance.
Benefits: Overseas and children's allowances; free accommodation. Two-year Kelt contract.
78 PU 108-109

Return fares are paid. Local contracts are guaranteed by the British Council. Please write briefly stating qualifications and length of appropriate experience, quoting relevant reference number and title of post, for further details and application form to The British Council, 85 Davies Street, London, W1V 2AA.



The New South Wales
Institute of Technology

SCHOOL OF LIFE SCIENCES Associate Head of School and Head, Department of Cellular Pathology and Microbiology

The New South Wales Institute of Technology is a corporate tertiary institution, established to provide a wide range of professional courses for those entering or already employed in industry, government, and technological fields.

The School occupies a six-story building at Gore Hill adjacent to the Royal North Shore Hospital. There are six research laboratories for teaching and research in Pathology, Microbiology, Biochemistry, Environmental Biology, Physical Biology and Clinical Pathology. The School also jointly operates the Gore Hill Research Laboratories with the Royal North Shore Hospital.

The appointee will be responsible for the Head of School for its teaching and development of undergraduate and postgraduate programmes in Cellular Pathology and Microbiology. This will include the continuing development of courses in immunology, haematology, diagnostic cytology and clinical microbiology. The appointee will also be required to study current trends in the fields mentioned, and to make recommendations on new undergraduate and postgraduate courses.

It is anticipated that the appointee will be qualified in medicine or an area of medical science, possess appropriate postgraduate qualifications and have substantial professional experience, spending their interests and experience they may be offered an associate position with the Royal North Shore Hospital.

Salary will be in the range of \$429,612 to \$431,789. With consent of Council, academic staff are permitted to undertake limited consulting work.

The position offers tenure, superannuation, long service leave, and a housing loan scheme. Fares and a contribution toward rental and initial accommodation expenses are provided for overseas appointees.

Dr R. L. Warner, President of the Institute, will be in London from September 11 to 26, and will be available to provide further information on this position through the Agent General's office at 01-439 6651.

Applications close on October 31, 1978. Applicants should arrange for three confidential referees' reports to arrive by the same date. Applications should include: address, telephone number, personal particulars, documentary evidence of qualifications, work and teaching experience, affiliations, publications, research work undertaken, and the names and addresses of the referees contacted. Applications and referees' reports are to be sent to:

The Agent-General for NSW
NSW Government Office
66 Strand, London WC2N 5LZ, England

UNIVERSITY OF NATAL Department of Chemistry PIETERMARITZBURG SOUTH AFRICA

Applications are invited from suitably qualified persons, regardless of sex, religion, race, colour or national origin, for appointment to the post of

LECTURER IN PHYSICAL CHEMISTRY

As well as participating in the normal teaching programme, the incumbent of the post will be expected to engage in research. Current research interests in Physical Chemistry include: thermal diffusion, thermodynamics, microcalorimetry and photochemistry.

The salary scale attached to the post is:
R6300 x 360—9180 plus 15.5% pensionable allowance per annum

The commencing notch will be dependent on the qualifications and/or experience of the successful applicant. In addition, an annual vacation savings bonus is payable, subject to Treasury regulations.

Application forms, further particulars of the post and information on pension, medical aid, group insurance, staff bursary, housing loan and subsidiary schemes, long leave conditions and travelling expenses on first appointment are obtainable from the Registrar, University of Natal, PO Box 375, Pietermaritzburg, Natal 3200, with whom applications, on the prescribed form must be lodged not later than November 16, 1978, quoting Reference P/44/78.

STURT COLLEGE OF ADVANCED EDUCATION

HEAD LIBRARIAN (1.1.1.1/78)

Sturt College of Advanced Education, situated in the southern metropolitan area of Adelaide, prepares students at the tertiary level for the health and teaching professions.

Applications are invited for the position of Head Librarian. The successful applicant should have considerable leadership ability and extensive experience in an academic or research library, should possess appropriate tertiary qualifications and be eligible for Associate membership of the Library Association of Australia.

Duties will include facilitation and development of participative management within the library, long-term planning and the extension of library services to the College population, the professions and the community which the College serves.

The appointment is tenurable and will be made within the salary range: \$20,638-\$23,740. Applications close 20th November, and appointment is to be taken up as soon as possible after 1st April, 1979.

Applicants should forward curriculum vitae and any other relevant information together with the names and addresses of three referees from whom confidential information may be sought. Applications and enquiries should be addressed to: The Academic Secretary, Sturt College of Advanced Education, Sturt Road, Bedford Park, South Australia 5008, Australia (Tel. (08) 276 9055).

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مكتبة الأصل

Don's diary

Monday

In our household (wife, self and three teenage sons) there's a strong French lobby. With only one voice, I can't do much to promote the cause of Germany for this summer. Today I start making arrangements—Hull to Zebrugge by ferry first of all. Should be interesting, and a five-course dinner and an "English breakfast" are promised on board. And Bruges will be quite a hassle. The Benedictine rule enjoys staying put (*stabiles loci*) for the service of God, while Pascal in the same spirit attributed all the troubles of men solely to their inability to stay quietly in a room. Much to ponder here as we order the travellers' cheques.

An idiomatic turn in a piece of official prose gives me pause: "What with present commitments and future needs, we cannot give a firm undertaking." What is the syntax of "What"? Jespersen, that Danish master of the English tongue, no doubt deals with it somewhere. I must look it up.

Tuesday

Two committees today. It's individuals who produce ideas; committees deal with the details and the implementation. Oughtn't every institution, industrial or academic, to have a think-tank supported by suggestion-boxes for staff use? Does the Toyota company in Japan profit handsomely from encouraging employees to put forward ideas, offering bonuses for those which are taken up? No one has a monopoly of bright thoughts, and leading well means listening well.

A wise sentiment is just come across in re-reading C. S. Lewis's *The Hidden Strength* deserves inclusion in an appendix to any future revision of F. M. Cornford's *Microcosmography*. "It is, in fact, very seldom that the affairs of a large corporation, indefinitely committed to the advancement of learning, can be described as being, in a

The chip on the worker's shoulder



William Taylor

Whisper a rumour that the bakers are about to strike and the shelves of the bread shops empty in minutes. Housewives and house-husbands content up to that moment with an infrequent nibble at a slimming biscuit, eagerly replacing it with plain white slices. Affluence has done nothing to assuage out primal anxieties about shortages. The ecological panic of the past decade has deep psychic roots. And now, to behold, it turns out that the real problem in the foreseeable future will not be a lack of copper, aluminium, silver or petrol, but of work.

Metals can be recycled; energy can be conserved; larders can be stocked. But work is much less a fungible commodity, and although the immensity of the problem is belied by the bulging briefcases and

the polytechnic's nature and policy. Coming to me after many years of static existence as a university classicist, I have found the challenge of continuing course development to meet changing needs interesting and stimulating.

The cost is dear, of course, in time and energy, and the external validating and supervisory machinery operated by the CNAA is something university colleagues would find dismaying though, in fact, it is in some areas unsatisfactory. But even the CNAA, as its present clients successfully "grow up" and prove themselves, will find itself subject to the Heraclitean law of change which governs all subliminal things.

Thursday

A pile of mail to answer. Key figures in the keeping of our show on the road are the two departmental secretaries, Marj and Jill. Memoranda, letters, minutes, papers, voluminous *scripturae*—we keep them busy. One polytechnic, I see, is advertising for a "paper conservator" in the design department. Maybe every institution needs such an official, highly placed and fortified with wide draconian powers. Admin. seems everywhere to call for more paper and more people year by year. Wasn't British India governed by some 300 civil servants at most?

Wednesday

A good year for exam results. We had a very well deserved first, the first in our department since the original batch of finalists in 1976. But for how long will arts degrees continue to attract candidates? Their value as medals, tickets has much declined, and there is high academic inflation. In addition, assessment and accreditation for all will eventually come to pass, and on the arts side in higher education there will gradually be no typicable shift from the *table d'hôte* style of menu to an *à la carte* one under a greatly amplified system of adult or continuing education where consumer choice will become more and more important.

Teaching "mature" students is extraordinarily rewarding, as many of us have found. The state will do well to put money into a sector which will steadily expand as early retirements and increased leisure time impact powerfully on the experience of life and work with further learning of one kind or another. Change is an accepted part of

overcrowded schedules of those whose present job it is to find out how it should be tackled, the anxiety is already mounting.

Until recently it was difficult to get anyone of non-Marxist persuasion to agree that unemployment was more than a temporary aberration, to be removed by appropriate economic and fiscal measures and improvement in the terms of trade. I have heard it said that it is immoral to plan on the assumption of continuing large-scale joblessness, and also dangerous in that such an assumption acts as a self-fulfilling prophecy.

Several things have happened recently to throw doubt on the wisdom of this attitude. There is no certainty that growth rates of a kind that would ensure additional employment will be possible, and continuing concern exists about our long-term economic performance.

Analyses of youth unemployment, now running at well over 10 per cent in many developed countries, hold out little prospect of either demographic or economic alleviation for at least a decade. There are widely divergent, but none-the-less worrying estimates of the effects of computer-controlled automation on the market for labour.

If, as the TUC has recently been hearing, we do face the possibility of millions out of work, like full employment which, like equality of opportunity, has been ambiguous enough to serve honourably as an objective of social policy for more than 30 years, needs taking down and replacing, and what are the implications for higher education?

Perhaps the Think Tank, currently examining the problem in its broader aspects, will be able to tell. Much of what has been said on the subject so far is unexceptionable, but not particularly helpful. Flexibility, appropriate stress on higher level skills, the restructuring of curricula to meet new needs, more cross-disciplinary programmes and so on are fine, except that agreeing to the need for them does not do much to tell us whether we should be welcoming or opposing it.

some references in the university library and have a read at some of the trade journals to see how the various controversies are going. No luck again with *Caught in the Web* of the great lexicographer Sir James Murray, that generous and dutiful spirit. It hasn't been available in any of the libraries to which I have access (either borrowed already or not in stock). I've even tried the view of buying a copy, though the slowness of the book trade to deal with orders nowadays (much ventilated recently in the correspondence columns of *The Times*) deters me. Newcastle is a fine city and I'm always glad to go there.

But Durham remains my favourite in the North, with cathedral and castle, rock and river presenting one of the finest tableaux in Europe. Though I love and admire York and its stupendous Gothic minster, and live in that diocese, my inner allegiance is to the more comfortable and less ostentatious life of the North.

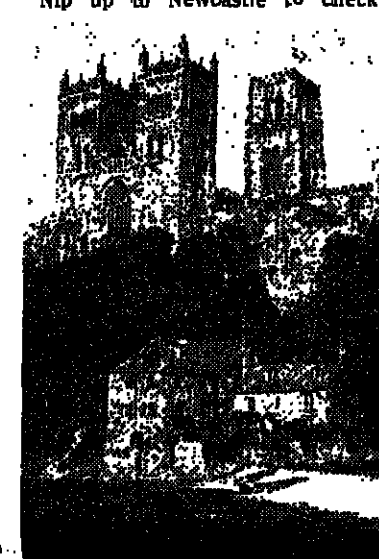
In the evening my wife and I go to Osmotherley church, on the edge of the North Yorkshire Moors, for a chamber music concert. It's their Flower Festival, and garden accents and the aroma of mums are in the air. We feel much refreshed.

Friday

A return to the medieval system of peripatetic students, retained to some extent in modern Germany, would be advantageous, particularly for the use of human and material resources, since we cannot hope to maintain specialist provision everywhere at the same equally high level. The many difficulties are obvious, though in time good sense will prevail. But if we in this country first set up things too tightly among ourselves, we'll have problems when we try to cooperate with Europe.

Let's hope there's some enlightened thinking (and planning) going on in the appropriate quarters. It would be fine if the old cultural trade routes were followed again. Someone taking archaeology could do more than pursue his studies in Athens, Rome, Jerusalem. But it'll be several decades before such a thing happens.

I hope it won't be so long before the variegated maple we've just planted in the garden starts giving shade. National Tree Week, now read, takes place between November 11 and 19, during which period the Tree Council would like as many



Durham—favourite in the north.

people as possible to plant one. We're happy to have planted this wish, and hope to again in November come our annual *Caister* military duty. I found it interesting, but I feel no vocation for the profession of arms. What is the tide of youth today?

The literary imagination is on soldiering. In his *Shakespeare's* *Henry V*, Harbage finds him to be a soldier, a scholar and a poet. In his *Grandeur* *Henry V* is a kind of monk of the *Order of the Holy Spirit*. Richard Hughes (*The Farther Shores*) considers war to be a "kind of grace" through contradiction.

Saturday

I must cut the grass now. I'm not horticulturalist, just a housewife who tries to keep weeds down. Is anything else against dandelions? What do you draw these lions' teeth? Kudos to an old countryman, recommended to do much good.

Finish a review of a book on my subject. The numbers of the two languages may be 50 and dropping, but general interest in classical antiquity seems to be constantly. Last year I did a review of *The Greek World* by *Flint, Odysseus and Aeneas* in the *Classical Journal*, and the enjoyment of the material, especially the *Odyssey*, was genuine and pleasing.

Sunday

A modern literary at last! I followed by old-fashioned on at 1 p.m. *The Sunday Times* of 11th October. Must do some diary. But I must just have five minutes.

H. MacL. C.

Both in the traditional values it should embody—scholarship, hard work, and a sense of duty—it is not an attractive prospect. Indeed it is hardly a feasible one. Any radical edge that higher education has had in the past 20 years has been stimulated by the place by quantitative expansion rather than by qualitative change. It was expansion, and the resources that went with it, that provided the crucial margin for change.

If this margin is lost—as it has been in the last four years—the system can all too easily lapse into a conservatism which is not only much less stable, but may lead to even lower priority for "the public interest" in higher education. The public interest in higher education has always been student and the day that the public interest in higher education is lost, the day that the public interest in higher education is lost.

David Reardon has recently argued in these columns that the universities have become a kind of "monopoly" in the sense that they are still an artificial society, dependent on a state economy, and that they are unable to compete effectively in the free market. He is right. The universities are a kind of "monopoly" in the sense that they are still an artificial society, dependent on a state economy, and that they are unable to compete effectively in the free market.

It is no good complaining that the universities are a kind of "monopoly" in the sense that they are still an artificial society, dependent on a state economy, and that they are unable to compete effectively in the free market. It is no good complaining that the universities are a kind of "monopoly" in the sense that they are still an artificial society, dependent on a state economy, and that they are unable to compete effectively in the free market.



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Liberalise the university

The most urgent need today is to create an open system of higher education in place of the relatively closed system that still exists—in spite, or because, of Robbins and Crossland. It must be open in three important ways: to students, to staff, and to the public.

Some would argue that this judgment gives too little weight to the binary policy and the polytechnics. Surely, there was a significant discontinuity in higher education policy, a deliberate decision to create an "alternative" to the university. But 13 years after Woolf, this discontinuity seems more apparent than real.

It is the severely practical point that for any alternative to be credible it must be as attractive as its rival—in buildings, in salaries, in student quality, in public esteem. Yet there is no evidence that the Government, even at the high-water mark of pre-polytechnic feeling under Mr. Healey, ever seriously contemplated polytechnics truly equal (even if the money had been available).

A rhetorical put on the back for the polytechnics pour encouragement in their perhaps but not a really significant addition to their resources.

But the failure of the binary policy has deeper and more stubborn roots. It is not necessary to dwell on the Burgess-Pratt view on "academic freedom" and "university direction" to recognize that the long-term direction of the polytechnics is away from their further education roots and towards an unambiguously higher education future that is at best approximate to that of the universities.

We should not be surprised by this. After all, in what other direction could the polytechnics have travelled? It is too simple to suggest that they are aping universities. It is more accurate to say that they are aping the universities at the level of individual institutions (and the departments which remain the basic units of higher education) there is usually no clear distinction between a "polytechnic" approach and a "university" approach. So any distinction is purely simply a structural one, a different balance of subjects and students.

The polytechnic alternative really only makes sense on two, less significant, levels. The first is that of educational theory. The second is that of national policy. The first is that of educational theory. The second is that of national policy.

The first level is not particularly significant because such theories are not widely believed in by polytechnic lecturers who are probably about as conservative in their academic attitudes as their university colleagues. The second is not significant because the national polytechnic identity has had to be created because of the binary policy. If that policy were abolished, the need to project a polytechnic stereotype would disappear.

All this is apparent in the present practice of the polytechnics. Nearly all are including teaching side, and highly successful institutions are indicated in the tendency of Northern Ireland students to leave the province for their higher education, and the failure of the universities, understandably in the circumstances, to attract students from Great Britain.

However, a significant proportion of the Northern Ireland students leaving the province do not cross the Irish Sea; they take up places in the universities and colleges of the Republic of Ireland, and not all such students are Catholics; many Ulster Protestant families have long connections, particularly with the Queen's College, Belfast. In the Republic, such students are accepted on a basis of racial equality, with all other Irish students.

LETTERS TO THE EDITOR

CNAA and Teesside

Sir,—It was with surprise and mounting unease that I read your second—and much more substantial—report of the Council for National Academic Awards quinquennial visit to Teesside Polytechnic (*THE TIMES*, September 8). While being in no position to comment on the internal state of that polytechnic, certain matters contained in your article, being of more general concern, are worthy of comment.

It is hard to reconcile your early comment of a report "circulated confidentially to Cleveland County Council and member of the governing body and academic board" with the implied criticism of your later comment that "the report has not been published by the polytechnic despite a CNAA request that it receive wide discussion". Since one can infer from your earlier article (August 4) that the report only became available during the summer vacation, it is hardly surprising that it has not yet received wide discussion in the sense CNAA would intend. Further, one might wonder how your reporter was able to quote so extensively from a confidential report.

Perhaps the most questionable and clearly the most distasteful statement attributed to the CNAA report is that concerning the director of the polytechnic. One might justly wonder at the purpose of such a statement. In your previous report you quote CNAA's chief officer as saying: "What we can do is comment on the type of management that is being used and the effect it will have on the academic work that the council will approve." That this role of CNAA should be extended to criticism of named individuals is of

profound concern and raises questions about the depth of the inquiry and the relevancy of the competence of the investigators who made judgments of a sort that could directly damage the career of an otherwise unsuspecting and thus unprotected individual.

How many of the CNAA visiting party, if any, have had experience as polytechnic directors or local authority education officers? To justify their confidence in making such comments? That legal advice was probably taken before inserting the section in question is hardly surprising and it is a sad but fitting commentary on the extension to CNAA's validating role that such a comment should also be thought necessary. One can only hope that selection of personnel and adoption of procedures for this new function of the quinquennial visit to be carried out adequately have been attended by the same degree of caution.

Your earlier article described the CNAA Report as "the most critical since that written about the Polytechnic of North London in 1973" your latest as "the most critical report on an institution ever produced by CNAA". Is this heightened criticism, the seeking of a confidential document and the supplying of information concerning the legal advice taken by CNAA designed to assist that unfortunate polytechnic's staff in putting matters right, or is it the manifestation of basic human instincts to wallow in another's misfortune and indulge in sensationalism and/or mischief? Yours faithfully, DAVID KENNEDY, 8 Rosemarkie Crescent, Edinburgh, Dundee.

APT and CNAA

Sir,—We read with concern the statement in the main front page news item (*THE TIMES*, September 15) alleging that "the Association of Polytechnic Teachers were critical of the system of quinquennial reports (by the CNAA) as an indicator of excellence". The APT is, in fact, of the opposite opinion, since it has been found that the best and most successful polytechnics are those which continue to improve their representations by the university for the revocation of the decision were less than resolute; they were certainly ineffective.

When the matter of the relationship between the CNAA and the polytechnics was discussed at the annual conference in 1977, the APT was generally agreed that the system of validation at present in existence was generally satisfactory, although, as you correctly point out, the latter in the same item, a debate is now in progress on how the system might be modified in future. The APT is now considering its contribution to this debate, but we must emphasize that, at the moment, neither the secretary nor the council of the APT hold the opinion which you attribute to it.

Yours faithfully, J. A. SIMMONS, Chairman, A. J. POINTON, Secretary, Association of Polytechnic Teachers.

Ulster's Irish problem

Sir,—The difficulties facing the New University of Ulster, both in terms of student numbers and in financial terms in consequence of the failure to grow in accordance with earlier projections, are fully set out in the *THE TIMES* (September 1). The reasons for the shortfall are indicated in the tendency of Northern Ireland students to leave the province for their higher education, and the failure of the universities, understandably in the circumstances, to attract students from Great Britain.

However, a significant proportion of the Northern Ireland students leaving the province do not cross the Irish Sea; they take up places in the universities and colleges of the Republic of Ireland, and not all such students are Catholics; many Ulster Protestant families have long connections, particularly with the Queen's College, Belfast. In the Republic, such students are accepted on a basis of racial equality, with all other Irish students.

a reciprocal trend was apparent: growing numbers of students were being attracted from the Republic, and in particular from the neighbouring County Donegal. They made a contribution of all proportion to their numbers.

However, some years ago, on a British Government decision, such students were deemed "foreigners", and with increased fees it was made almost impossible for them to continue to attend NUI. I fear any representations by the university for the revocation of the decision were less than resolute; they were certainly ineffective.

Yours sincerely, A. J. McEVROY, Department of Electrical Engineering, University College, Cork.

Poly discrimination

Sir,—I read your report "Lecturers fight to see file" (*THE TIMES*, June 9) with interest. I would rather, at this stage, not comment on my case except to point out that the phrase "discrimination" refers more accurately to 1972 when my head of department first recommended me for promotion to the principal lecturer grade and not to my present complaint.

My complaint refers to an interview in September 1977 when it was decided to make no appointment because, we believe, I was the best qualified candidate. The consequence of this is that mine is the only polytechnic with no PL in my subject.

As a result of your report I have received a number of communications from individuals in a similar position. I appear to be singularly fortunate in that my professional association, NAFTEP, and the officers of the Oxford Polytechnic branch have been generous with their support. I believe that the enforcement of an anti-sex and race discrimination is an appropriate function of a union.

I am collating information concerning discrimination in the educational field and shall be glad to hear from anyone who has any relevant information.

Yours faithfully, ANNE VETTA, Department of Mathematics, statistics and computing, Oxford Polytechnic.

Women's lot

Sir,—Professor Tessa Blackstone's article "Success or Failure?" (*THE TIMES*, September 8) is a timely reminder in a long list of annual reminders that women, in spite of increasing their undergraduate and postgraduate numbers, still fail to obtain the top jobs, indeed, sadly they also fail to gain the middle range jobs.

Professor Blackstone's picture might be even blacker if she had included in her analysis the situation of women in further education. For example, there is not one woman among the directors or their deputies in any of the 30 odd polytechnics, and only a handful of women heads of department, of which my own polytechnic is a notable example.

I suspect, although little research has been done in this area, that there are few women among principals, or vice-principals in hundreds of colleges of further education scattered throughout the country.

While I welcome the establishment of a working party by the APT on the position of women in the universities, which is calling for further research on such operations as recruitment, promotion and salary levels, the causes of underachievement and the extent of discriminatory practices, I cannot help feeling, however, that working party should have been set up which included the polytechnics and technical colleges, inasmuch as their contribution to education and training in this country is every bit as great as that of the universities, and their women staff in no different position from those of their colleagues in the universities.

Yours faithfully, ILLIAN R. GEACH, Head of department of Business Studies, Polytechnic of the South Bank.

Sir,—Tessa Blackstone's article referred to the tendency for former women's colleges to appoint a male head when they become mixed. She mentions only Bedford College in respect of London. In fact, all the former women's colleges of the University of London (Bedford, Queen's, Highbury, Royal Holloway, Westfield and the Royal Free Hospital School of Medicine) now have a male head. Moreover, the post of secretary in each of these schools, formerly held by a woman, is now occupied by a man.

A survey of administrative staff in universities would show that very few hold senior posts. There are plenty of women employed, but mainly as secretarial staff. Is there discrimination or do women not apply for the senior posts?

BETTY FRANKS, 18 Blenheim Road, London, NW8 0LX.

Sir,—In her article of women in higher education the new Professor of Educational Administration in the University of London writes "nor has any university, which has a permanent vice-chancellor with extensive administrative and leadership responsibilities, appointed a woman to this position". Rosemary Murray, the principal of New Hall, was the vice-chancellor at Cambridge, but this is a part-time post which circulates between college principals.

The office of vice-chancellor of the University of Cambridge is held by election from among Heads of Colleges nominated by the Council of the Senate. The description of the office as "part-time" is unlikely to be recognized by any Vice-Chancellor of recent years; indeed, it is probable that the office is more onerous in Cambridge than in most other universities, both in account of the size of the University and the shortness of tenure.

Yours faithfully, A. W. F. EDWARDS, Senior Pro-Rector, University of Cambridge.

Letters for publication should arrive on Tuesday morning at the latest. They should be as short as possible, and the editor reserves the right to cut or amend them as necessary.